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2. Soutenir l'Association et poursuivre les buts qu'elle s'est fixés.
3. Assumer mes responsabilités professionnelles avec intégrité.
4. M'efforcer de fournir les meilleurs services possibles, et seulement les services pour lesquels je suis qualifiée.
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11. Me conduire de façon à ne jamais jeter le discrédit sur des membres de la profession ou sur la profession même.

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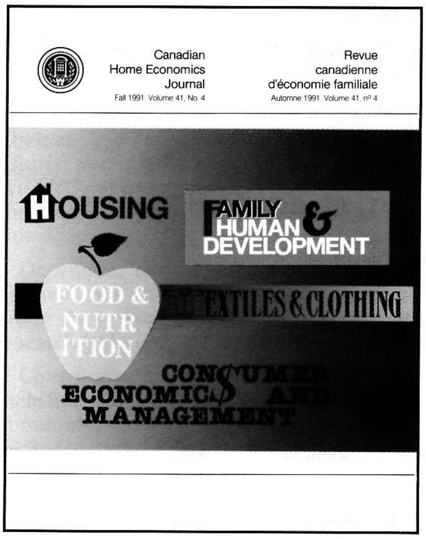
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From the Editors

As our second term of office begins, I am pleased to report that all of the existing committee has agreed to continue in their position — at least for another year! Now that we seem to have the system working smoother, we hope to provide you with an even better Journal.

Our current focus is to improve the services to our French-speaking membership. You will be seeing more French translation and/or more French articles in the Journal. Carmelle Thérien Viau and her committee (Henriette Rochette Le-Hir, Celine Defoy, Marie Barette, and Louise Mahoney) have been providing the French translation of the Abstracts and are constantly "beating the bushes" for French articles. We will now have National Office provide the French translation (as budget allows) while the committee will focus on efforts to obtain more French submissions.

A new feature in the Journal, which first appears in this issue, is *IFHE. . . In Focus*. With 1994 being declared Year of the Family by the United Nations, it is fitting that we begin to hear more about what is happening internationally. Margaret Arcus' article appropriately addresses this theme in the context of the International Federation for Home Economics.

As always, we are looking for submissions for the Journal from the membership. The Guide for Authors appears periodically in the Journal or you may contact our office for a copy. If you are not prepared to write an article, how about doing a book review or an On the Job profile? Letters to the Editor are also appreciated! We look forward to hearing from you.

Glenda Everett
Mary Ann Joly

Message des éditeurs

En ce début de notre deuxième mandat, je suis heureuse de vous annoncer que tous les membres du comité de rédaction ont accepté de continuer à assumer leurs fonctions, du moins pour une autre année! Maintenant que tout semble bien en place, nous espérons pouvoir vous faire parvenir un Journal nettement meilleur.

Notre objectif actuel est de mieux servir nos membres francophones. Notre Journal comprendra donc davantage d'articles traduits ou rédigés en français. Carmelle Thérien Viau et les membres de son comité (Henriette Rochette Le-Hir, Céline Defoy, Marie Barette et Louise Mahoney) ont assuré jusqu'à maintenant la traduction française des sommaires et continuent à remuer ciel et terre pour obtenir des articles français. Dorénavant, le Bureau national assurera la traduction française (tant que le permettra le budget), alors que le comité concentrera tous ses efforts pour recueillir plus de textes français.

Vous remarquerez, à la lecture de ce numéro, que le Journal s'est enrichi d'une nouvelle chronique : *Regards sur la FIEF*. Comme les Nations Unies ont déclaré que 1994 sera l'Année de la famille, il semble approprié que nous soyons mieux informés de ce qui se passe sur la scène internationale. L'article de Margaret Arcus tombe à propos dans le contexte de la Fédération internationale pour l'économie familiale.

Comme d'habitude, nous sommes à la recherche de textes rédigés par les membres. Vous pouvez soit consulter le Guide du rédacteur, qui apparaît périodiquement dans le Journal, soit communiquer avec notre bureau pour en obtenir une copie. À défaut de rédiger un article, pourquoi ne pas nous envoyer le compte rendu d'un livre ou un article pour la chronique *On the Job Profile*? Nous vous rappelons que les lettres adressées au Courrier des lecteurs sont également des plus appréciées! Au plaisir de vous lire bientôt.

Glenda Everett
Mary Ann Joly

A Role for the Home Economist in Divorce Mediation

Linda E. McFadyen

Abstract

The adversarial atmosphere surrounding the process of separation and divorce in Canada has become a source of concern. There is an increasing interest in the use of mediation to help couples work out together both custody and access disputes, and the issues surrounding property settlement and support payments. Mediation is seen as a method by which couples take responsibility for resolving conflict within a setting which is sensitive to emotional values and committed to a fair solution. It is suggested that mediation can result in greater commitment to the final agreement. Home economists who specialize in family studies have the background education upon which to build mediation skills. As this field expands, there will be increased career opportunities for home economics professionals in the practice of mediation.

Résumé

Le climat d'hostilité dans lequel se déroulent la séparation et le divorce au Canada est devenu préoccupant. La médiation paraît de plus en plus une solution qui permet aux couples de régler les points en litige: garde des enfants, droits de visite, partage des biens et versement de la pension alimentaire. Elle permet aux couples de tenir compte des valeurs émotionnelles en recherchant une solution équitable. La médiation est perçue comme une étape plus sérieuse vers un règlement définitif. Les économistes familiales spécialisées en études familiales ont reçu une formation qui leur permet d'acquérir des habiletés appropriées. Plus la médiation se développera, plus il y aura de débouchés pour la profession dans la pratique de cette technique.

The liberalization of Canadian divorce laws has been associated with an increase in the rate of divorce in this country (Adams, 1988). At the same time, there has been growing recognition that the adversarial atmosphere surrounding the process of separation and divorce has not served families well (Payne, 1986). Increasingly, mediation is being seen as an alternative method to deal with divorce settlements. The provision of mediation services is potentially an area in which the home economist specializing in family studies is well suited.

Mediation

Mediation is defined as a method of resolving conflict, in a face-to-face setting, in which an impartial third person acts as a facilitator of communication and/or a guide to negotiation (Vroom, Fassett, & Wakefield, 1982). The mediator helps the parties to resolve their disputes through bargaining and mutual concessions, and a greater understanding of the process of divorce (Weingarten, 1986). Mediation is a future-oriented process which empowers the spouses to take control of their own decisions. In addition, there may be an educational aspect to the mediation process whereby problem-solving techniques are learned which can be used in the resolution of future conflict.

Mediation differs from the traditional adversarial process in that it is less formal and structured, and more private. This may encourage increased openness between the spouses. On the other hand, mediation is not therapy. Responsibility for resolving the conflict is assigned, within a setting which is sensitive to emotional values and committed to a fair solution (Vroom et al., 1982). Whereas the adversarial system is seen as destructive, proponents of mediation see it as a process of building relationships.

History of Mediation

Mediation is not a new phenomenon. Several writers have docu-

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mented its history in the Eastern civilizations, and in the Jewish culture (Vroom et al., 1982; Ryan, 1986-87; McCall et al., 1988). California led the modern mediation movement with the establishment of the Los Angeles County Conciliation court in 1939. Originally, the focus was reconciliation of separating spouses, but eventually mediation evolved as an alternative to the adversarial system. Canadian history is more recent, with Edmonton developing the first Family Conciliation Service as a demonstration project in 1972. The movement towards unified family courts has continued in Canada, albeit slowly. Private sector mediation services have also begun to appear in many areas, as interest in an alternative system grows.

The Adversarial System

The adversarial approach to separation and divorce has been criticized (Waterhouse & Waterhouse, 1983). Critics maitain that separate legal representation of spouses tends to emphasize the faults of the other party, and can actually lead to increased conflict. There is less involvement in the decision making as the dispute escalates, and the negotiations are often left to the lawyers. Ultimately, the court may make decisions which affect the lives of all family members. Evidence shows that one key to regular payment of maintenance is how the respondent feels towards maintenance (Gifford, 1985). It would seem that disputes over custody and access, support payments, and property settlements can contribute to non-payment in some cases.

The possibility that conflict continues after settlement, and that future cooperation and commitment to the settlement decision is reduced as a result, cannot be ignored. It has been suggested that the divorce process may be more damaging to families than the conflict preceding separation (Waterhouse & Waterhouse, 1983). Lengthy periods of litigation are seen as undesirable in family conflict resolution, in terms of both emotional and financial cost.

The Divorce Process

Divorce is more than a simple division of children, money, and assets. It involves an emotional crisis, an economic crisis, and a parenting crisis, all of which must be dealt with before successful completion of the process (Payne, 1986). Professionals who work with families in divorce must develop a thorough understanding of the substantial impact divorce has on the lives of family members (Weingarten, 1986). Typically, divorce settlements are negotiated when spouses are experiencing emotional trauma (Payne, 1986). Similar to the grieving process after the death of a loved one, divorcing couples often pass through stages of denial, anger and hostility, and depression, before finally accepting the finality of the ended marriage. How individuals deal with the process, and the rate at which they pass through the stages affects the emotional climate of the negotiation process.

Bohannan (as cited in Payne, 1986) has identified six stations in the divorce process. Four of these have a direct bearing on mediation including: emotional divorce, legal divorce, the economic divorce, and psychic divorce. Often the parties in divorce are not at the same point in the process. Heated dispute over such issues as custody and access, support, or property division may be a reflection of unresolved emotional divorce (Payne, 1986).

A highly charged emotional atmosphere can circumvent the mediation process (Weingarten, 1986). Caution must be observed in allowing clients to give vent to emotions which may not be conducive to decision making, problem solving, and negotiation. A balance must be maintained between recognition and acceptance of feelings, and achievement of mediation goals. Sometimes, outside counselling is necessary to move the client past these emotions if they interfere with progress in mediation.

With respect to the legal divorce, it may be difficult for clients to identify their needs and goals within the context of an intense emotional environment (Weingarten, 1986). Research indicates that anxiety and tension is lessened when clients feel that they have some control over the outcome of the situation. Mediation aims to help clients work out their own solutions together. The process is facilitated through the identification of the steps which must be taken to secure a legal divorce. A caution is in order here. The law governs the legal bargaining process, and the mediator must not be seen to dispense legal advice. The idea is to help the couple gain insight into their problem before the legal framework is developed.

Often, when working out the economic divorce, couples face angry feelings over limited resources, and they worry about being cheated. A settlement must be based on accurate knowledge of the economic realities of the situation for both spouses (Weingarten, 1986). A mediator can expect non-rational behavior on the part of clients who are dealing with emotions such as revenge, or a desire to end the process as quickly as possible.

The psychic divorce refers to the establishment of autonomy for each individual. Often the severing of the emotional bond between the partners in a marriage is traumatic (Weingarten, 1986). The individuals need to recognize that this is a normal and temporary reaction to divorce. Disengagement from the mediation process may be necessary at intervals during the process. Each party needs to know that withdrawal may actually facilitate the process.

The Role of the Mediator

Ryan (1986-87) sees the mediator's role as one of a facilitator who provides a supportive climate for negotiations. The mediator should identify relevant issues, clarify areas of conflict through discussion, help generate options, and examine the implications of alternatives. The mediator can be seen as representing the children, the family system, or the final agreement depending on the writer (McCall, Hornick, & Wallace, 1988). Mediators are, by definition, neutral and impartial third parties, but there is often an underlying assumption that the mediator will not concur with an agreement which is unfair to one spouse or the other.

Value of Mediation

Almost half of the subjects in a study by Lyon, Silverman, Howe, Bishop, and Armstrong (1985) believed that mediation would provide a safe outlet for anger, which would facilitate the emotional divorce, leaving the spouses free to pursue the legal and economic divorce. Forster (as cited in Waterhouse & Waterhouse, 1983), in his review of the literature found that mediation was believed to facilitate decision making and lead to more lasting agreements. It was suggested that mediation over time could save money and result in improved communication. Gifford (1985) evaluated the unified family court project in British Columbia and concluded that mediation was a positive force in facilitating agreements, but did not appear to positively influence more equitable maintenance agreements.

Gifford (1985) suggests that the state must make mediation services available to families who cannot afford to pay, and those who might initially be resistant to the process. There is disagreement as to the value of mediation when it is a mandatory aspect of the divorce process (Sideris, 1988), which is the case in some jurisdictions. Some feel that mediation must be completely voluntary to be successful. Others state that the outcome of mediation is always voluntary, even when the process is not. When the parties lack commitment to the mutual resolution of their disputes, they can subvert the process (Sideris, 1988).

When mediation fails, the parties must then expend more time and money on litigation. Thus, mediation could be used as a tool to drain resources from the weaker party. Mandatory mediation would certainly not be indicated where there is psychological dysfunction. Sideris (1988) reported studies that suggest there is little difference between mandatory and voluntary mediation. Participants seemed comparably satisfied with either process, and there was evidence of cost saving in some jurisdictions.

Other literature reviews have reported less agreement on the value of mediation (McCall et al., 1988). They point out that much of the evaluation research has been carried out by mediators themselves, and that this may bias the results.

Issues Addressed in Mediation

Divorce mediation has been restricted to custody and access issues in some jurisdictions (Sideris, 1988; Gifford, 1983). Ryan (1986-87) clearly identifies the rationale behind these limitations. Although it is true that professionals from outside of the legal community can obtain the knowledge and skill necessary to deal with both custody and property division issues, and to identify the options available to separating couples, there is a fine line between providing legal information and giving legal advice. For example, the explanation and computation of the various child support formulae may be considered legal information. However, when the implications of various formulae for either party are discussed, and one recommended, it becomes legal advice.

Both lawyers and mediators have expressed concern with respect to this issue (Gifford, 1983). It has been suggested that steps be taken to ensure that mediators do not overstep the boundary of the legislation which governs the practice of law. Lawyers who wish to act as mediators must be aware of the ethical considerations of the mediation process (Ryan, 1986-87). Lawyer-mediators must not be seen as representing either spouse, and must be careful to limit their input to legal information as opposed to legal advice.

On the other hand, financial matters and custody issues are closely related (Sideris, 1988). Women may prefer to have financial negotiations included in mediation as they often lose out financially in court. Thus, it would seem that mediation would apply equally in either custody and access disputes, or in financial support and property division disputes. Payne (1986) suggests that, in the future, mediation will more often be expanded to include maintenance and property rights. He sees the greatest area of difficulty being the conflict over which professional group is best suited to act as a mediator. The home economist, although not formally trained in the law, may possess a clear understanding of the legal processes, as well as a knowledge of family functioning and resource management. Thus home economists have a rightful stake in these discussions.

Who Should Be a Mediator?

Professionals offering mediation services can be grouped into two main areas: mental health professionals, such as social workers or psychologists, and lawyers. Mediators from the helping professions may have the impression that lawyers may actively contribute to the conflict, rather than assisting in the settlement process. Lawyers are sometimes accused of deliberately prolonging the litigation to generate income, and of being ignorant of effective negotiation methods, as well as not being knowledgeable with respect to human nature as it applies to the needs of clients, or their own emotions and attitudes. Lawyers may lack training in social or behavioral sciences. They are, instead, trained in the adversarial approach, and their instinct is to fight for the best deal for their client (Payne, 1986; Wade, 1983). This is not always in the best interest of the family.

Conversely, mental health workers may not be comfortable dealing with financial and property issues (Sideris, 1988). Many legal professionals feel that only lawyers have the necessary skills to adequately draft such agreements (Gaughan, 1986). Ultimately, the solution may lie in the close association of different groups of professionals, each of whom bring specific skills to the process (Payne, 1986). Home economists have both behavioral science training and financial management skills, so appear to have the appropriate education upon which to build mediation skills.

Mediation Skills

Specific skills which can be seen to facilitate successful mediation have been identified. A knowledge of the dynamics of human relationships, as well as skill in conflict management is seen as essential (Ryan, 1986-87). The mediator of property issues must also be cognizant of finance, income tax, and the laws pertaining to separation and divorce. An understanding of the financial needs of both spouses and children is essential in helping parties to reach equitable agreements. These skills will be recognized as a major part of course work in the family studies departments of human ecology/home economics faculties in Canada.

Payne (1986) suggests that government should step in and regulate competence and qualifications of private mediators, as this field is growing rapidly, and there is no required level of competency. He believes that educational and training programmes must be put in place to assure that families are not further compromised through poor mediation technique. He feels however, as do others in the mediation field (Vroom et al., 1982), that mediation should not be restricted to one narrow group of professionals, but should include expertise from several areas. Weingarten (1986) agrees that teamwork between professional groups is the best approach to effective divorce mediation.

The Home Economist as a Mediator

Berry (1984) identifies several aspects of financial counselling in which the home economist is prepared by their university training. Such areas as organizational and managerial abilities, as well as counselling and negotiating skills may also be seen as applicable to the area of mediation. Home economics graduates may have training in the areas of family finance and consumer economics, and an ability to critically assess sources of information. The ecosystem perspective helps the home economics professional to understand the broad implications of individual decisions, as well as the effect of the wider social sphere on the individual and the family (Melson, 1982). Knowledge of human development throughout the life cycle, and awareness of the needs and wants of individuals, within the context of their own value system, may also be seen as an asset to this field (Dickerson, 1980).

Conclusion

Mediation and conciliation cannot eliminate all of the economic and emotional crises brought on by divorce. They can, however, provide family members with better insight as to the consequences of marital breakdown, and provide a more constructive climate within which to resolve disputes (Payne, 1986). A network of professionals, which may include a home economist, can help to empower the family to take greater control of decisions which affect their lives. Vroom and associates (1982) suggest that the mediators of the future will be those professionals who get there first and offer the best service to families. Home economists can take advantage of this opportunity to use the skills which have been provided by their education. If they are prepared to seek out additional preparation and training, it should be possible for more home economists to contribute to this growing field.[1] ☐

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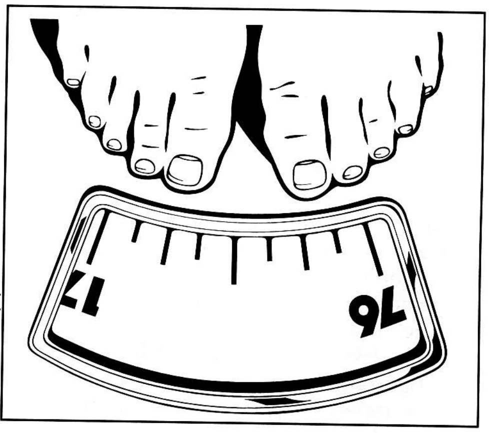
[1] A non-profit association, Family Mediation Canada, has recently been formed with the assistance of the Federal Department of Justice. This association is working to establish standards, a code of ethics, and methodological guidelines for the emerging profession. Currently, there are a small number of home economists working in this field.

Criteria for Evaluating the Success of Weight Loss Programs



Jennifer Lee, Evelyn Cornelissen, and Linda McCargar

Abstract

There are a variety of weight loss programs available to consumers. Each program claims that it is the most successful. Some programs publish "before" and "after" pictures of past participants as a tribute to their success. These cases may be the norm within the program, or they may in fact represent the minority of participants. Specific criteria are needed which can be objectively applied to a program in order to evaluate its success. This report outlines six components which can be used as evaluative criteria. These are weight loss, maintenance of weight loss, self-efficacy, behavior modification, attrition, and exercise. Suggestions are made within each category. The program which satisfies the requirements of all six categories has a good chance of providing a successful service.

Résumé

Il y a sur le marché toutes sortes de programmes de perte de poids, qui se prétendent tous le meilleur. Certains montrent des photos d'anciens participants «avant» et «après» pour attirer le client. Ces cas peuvent être la norme, ou ne représenter qu'une minorité des participants. Il faut donc des critères objectifs pour évaluer un programme. Ce rapport propose six catégories de critères: la perte de poids, son maintien, l'efficacité du programme, la modification des habitudes, les abandons, l'exercice, avec chaque fois des conseils. Le programme qui remplit les conditions des six catégories offre une certaine garantie de réussite.

Obesity is a serious and prevalent health problem. Physiologically, it is associated with an increased risk of numerous disease states, including hypertension, diabetes mellitus, hyperlipidemia, coronary heart disease, and increased surgical and anesthetic risks (Van Itallie, 1979). Repeated unsuccessful attempts to lose weight, or weight cycling, may be more dangerous than if the person lost no weight at all (Brownell, 1984). Also, there are considerable psychological implications for the obese person living in a society which values thinness. The pressure to be thin is enhanced in the public media where thinness is often equated with success (Brownell, 1984). Brownell suggests that an unfortunate consequence of this pressure is that some overweight people may begin to detest their own bodies.

Wayne and Stephens (1987) determined the prevalence of overweight and obesity in Canada. Using the body mass index [weight (kg)/height (m^2)] as an indicator of body weight, they reported that 38 percent of the population studied was overweight and nine percent were obese (age range 20-64 years). Thus there is potential for a large number of people to spend considerable time and money attempting to lose weight. It is crucial that there are methods for evaluating the effectiveness of various programs. Standards need to be established which outline relevant criteria. This would permit all programs to be judged comparatively on the same basis. Health professionals could use these criteria to conduct objective appraisals of various programs so they might be in a better position to inform a client interested in participating in a particular program.

The more recent weight loss programs incorporate a multidimensional approach which involves not only a reduction in caloric intake, but also exercise, behavior modification, social support, and lifestyle alternatives (Brownell & Kramer, 1989). The most important component of any weight loss program is that it encourages safe and adequate nutrition. Consequently, the following criteria can be used for program evaluation: absolute weight loss, maintenance of weight loss, attrition rate, self-efficacy of participants, behavior modification, and exercise.

Weight Loss

The standard criterion with which to evaluate a weight loss program is to examine the total weight loss of participants during the regimen. This measurement includes both initial weight as well as weight at the time of

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program completion. The number of individuals who lose a significant amount of weight can be compared to results in other programs and this can be used as a measure of success. Initial body weight must be documented when overall weight change is evaluated. As suggested by Adams, Grady, Wolk, and Mukaida (1986), a 4.5 kilogram loss in a 159 kilogram person compared to a 68 kilogram person is quite different.

Since weighing someone is relatively simple, it can be performed on a regular basis in a program. The client receives immediate feedback, which in itself can serve as reinforcement if weight is lost. It also allows the instructor of the program to monitor each client's rate of weight loss. Since health risks increase as the caloric intake decreases, the instructor must ensure that no one is sustaining losses of more than one percent of their current weight (Weinsier, Wadden, Ritenbaugh, Harrison, Johnson & Wilmore, 1984). Programs which advocate losses greater than half a kilogram per week should be avoided unless specifically recommended by a physician (Polivy & Herman, 1986).

Values for average overall weight loss within a program can be compared to those of other programs. Some of the more effective programs have reported losses of 9 to 14 kilograms per person (Brownell et al., 1989). Therefore, for a program to be deemed successful it should be achieving similar results. An initial significant weight loss might then serve as a good motivator for maintenance of the loss after program completion.

Maintenance of Weight Loss

The greatest challenge for the individual who has successfully completed a weight loss program is maintaining the reduced body weight. The majority of people who succeed in losing weight cannot maintain their losses (Council on Scientific Affairs, 1988). For example, Stunkard and Penick (1979) report that one year after treatment, 17 of 28 patients in their study weighed less than they had after treatment, and five years after, only seven of 26 weighed less. Failure to maintain weight loss may prompt a client to enroll in additional programs. This leads to the possibility of repeated bouts of weight loss and regain, or weight cycling. These repeated fluctuations in weight may have adverse effects on health, possibly gout and coronary artery disease (Polivy et al., 1986)). These researchers also suggest that the chronic dieter is at risk of developing certain psychopathological eating disorders such as anorexia nervosa and bulimia.

Kayman, Bruvold, and Stern (1991) suggest that different strategies may be needed to maintain weight loss than those used to lose weight. They found that women who maintained weight losses (maintainers) used strategies which fit in with their own lifestyles. In addition, maintainers were found to believe themselves capable of dealing with stressful life events, while relapsers did not directly deal with their problems. Instead, when upset, they used food to make themselves feel better. A program should teach clients coping skills and strategies that are personally suited to each clients' lifestyle.

In order for a program to be judged successful it should have a good rate of maintenance of weight loss. A long-term success rate of 10 percent may result in lowered morbidity and mortality rates of many prevalent disorders (Wood, 1990). Programs attempting to establish themselves as successful should conduct at minimum, and preferably longer, a one-year follow-up on their clients. Though this could be a costly and time-consuming undertaking, considering the importance of long-term maintenance, it is a worthwhile and necessary investment. Programs with these statistics to back up claims of success will be in great demand.

There are other factors which may also be involved in the prediction of the program's potential success. Increased self-efficacy has been found to be positively related to weight loss post-treatment (Bernier & Avard, 1986). The existence of a behavior modification component (Weinsier et al., 1984) and an exercise component (Kayman et al., 1991) are associated with favorable maintenance of weight loss. Programs which incorporate these aspects have an increased likelihood of success in maintenance of weight loss. These three issues will be discussed separately.

Self-Efficacy

According to Bandura (1977), the notion of self-efficacy is the belief that one is capable of performing the necessary behavior required to bring about a desired outcome. The assumption is that a person will more likely take the necessary action to attain a goal if they have high self-efficacy. Conversely, low self-efficacy would be related to a decreased likelihood that a person will engage in the necessary behavior required to reach their goal. One review article reported that self-efficacy is a strong predictor of both short and long-term success of behavior change with regard to cigarette smoking, weight control, contraceptive behavior, alcohol abuse, and exercise (Strecher, DeVellis, Becker & Rosenstock, 1986). Bernier et al. (1986) found that follow-up weight loss was significantly related to increased levels of self-efficacy and that weight gain was related to decreased self-efficacy. Glynn and Ruderman (1986) developed an Eating Self-Efficacy Scale and found that increased scores were significantly related to weight loss in participants in weight control programs.

These studies suggest that a successful weight loss program should feature a component which attempts to increase a participant's self-efficacy. Such a program would be more likely to produce clients who lose weight and maintain their loss than a similar program lacking this component. Programs which use methods to enhance self-efficacy can evaluate the effectiveness of their efforts by administering Glynn and Ruderman's (1986) self-efficacy scale both before and after program participation.

Behavior Modification

Although an individual may be aware of what he or she needs to do in order to reduce weight, this knowledge may not be sufficient to produce the necessary behavior. People must acquire skills and techniques which promote a desired change in behavior and adherence to this change. Holli (1988) explains that the basis of behavior modification is that current behaviors have been learned primarily from environmental situations that occurred both before and after the behavior. Behavior modification involves the use of procedures that attempt to change the current behavior to a more desirable one.

With respect to weight loss, the behavior modification approach promotes the acquisition of appropriate eating and exercise behaviors (Weinsier et al., 1984). This approach has been found to be "more effective than any other treatment with which it has been compared" (Brownell, 1984, p. 411). The characteristics of its effectiveness are that it is associated with good maintenance of weight loss, a low attrition rate, and improved emotional response towards eating (Brownell, 1984; Weinsier et al., 1984).

Since a program which incorporates behavior modification increases its participants' chances for success at weight loss, it needs to be determined which elements constitute a good behavioral program. Self-monitoring, or record-keeping, plays an integral role in that it can promote awareness of one's exercise and eating behaviors, as well as the emotional and situational factors surrounding these behaviors (Weinsier et al., 1984). The participants can evaluate their progress towards meeting established goals and determine which behaviors or situations impede their progress. This technique also can provide a simple form of reinforcement (Brownell et al., 1989). Other reinforcement techniques include the use of positive, self-coping statements (Weinsier et al., 1984) and rewarding oneself with a desirable event upon achievement of a specific goal (Brownell et al., 1989).

Stimulus control should be taught since it has been found that the eating behavior of obese people is particularly responsive to external cues, such as time of day or setting (Brownell et al., 1989). A program should teach techniques to control the external stimuli related to eating and to modify existing eating behavior (Weinsier et al., 1984). The pattern of activity that leads to the undesirable behavior needs to be altered in such a way that it results in a new, more desirable behavior.

These are some of the specific techniques which should be taught as part of behavior modification. They can be individually identified if one is evaluating this component of a weight loss program. However, the successful program will not only describe these techniques to participants, but will actively teach them and provide opportunities for their practice.

Attrition

A common problem among weight loss programs is that drop-out rates can be quite high. Pratt (1989) found that attrition rates in clinic-based weight loss programs range between 23 and 64 percent and rates in commercial programs ranges between 50 and 95 percent. If one stops attending a program, chances for achieving a significant weight loss are severely reduced. There also may be other negative effects of "dropping out". These include feelings of guilt and failure on the part of the individual and reduced morale of the entire group (Pratt, 1989).

Given the problems associated with attrition, it is an aspect which should be given consideration by all weight loss programs. Currently, a program with attrition rates at the low end of the above ranges should be considered relatively successful at maintaining attendance. This in turn should result in increased likelihood of weight loss. Factors associated with a decreased attrition rate include increased self-efficacy of participants (Bernier et al., 1986), and social support from both family and other individuals in the program (Pratt, 1990).

Exercise

When exercise is included as part of a weight loss program, the chances for success are increased (Weinsier et al., 1984). Kayman et al. (1990) found that 90 percent of "maintainers of weight loss" reported exercising regularly, while only 34 percent of those who relapsed exercised regularly. Weinsier et al. (1984) suggest guidelines for an exercise program which will maintain lean body mass as well as stimulate fat mobilization. The exercise should be performed three to five days per week at 60 to 85 percent of maximum heart rate, for at least 30 minutes. The type of exercise should be that which involves large muscle groups and is aerobic in nature. Suggestions include running, jogging, walking, hiking, swimming, skating, and cycling.

Conclusion

Although various studies have attempted to assess the value of specific components of weight loss programs, it is necessary that all aspects of a program be evaluated. Only then can the effectiveness of a program be determined. To be considered successful, a program must satisfy all criteria listed above. If a participant drops out of a program after two sessions, yet loses weight, this cannot be used as an indication of the program's success since the subject was not successful with regard to attrition. The weight loss is likely due to the individual's own efforts, and credit cannot be given to the program.

The six criteria discussed provide a useful guide for evaluating the success of weight loss programs. Before enrolling in a program one should investigate the success rate of that program and avoid those with a low success rate. This will help to avoid disappointment and increase the chance of accomplishing the relevant goal: permanent weight loss. □

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Definition and Philosophy of Home Economics: A Conceptial Framework

Heather Gillespie

Abstract

The main goal of home economics is to enable individuals and families to live to their fullest capabilities. Environmental factors play a key role in how individuals and families live their lives. Therefore, professionals in home economics must understand the environment in order to influence the lives of others. Three environmental factors are examined, along with an intervention process to effectively accomplish the goal of home economics. Through the use of a conceptual framework, the meaning and philosophy of home economics is defined.

Résumé

Le principal but de l'économie familiale est de permettre aux personnes et aux familles de vivre pleinement. Différents éléments du milieu jouent un rôle clé sur la qualité de vie. Les professionnelles de l'économie familiale doivent donc comprendre le milieu pour influer sur la vie des autres. L'auteur analyse trois éléments et un procédé d'intervention pour atteindre le but que se fixe l'économie familiale. À partir d'un cadre théorique, elle définit le sens et l'esprit de la profession.

The aim of the profession of home economics is to enable individuals and families to make intelligent decisions concerning all aspects of their lives to produce optimal living conditions. This includes decisions dealing with foods, health, clothing, housing, child development, economics, and aesthetics. These areas of life are all interrelated with each other and with the environment as a whole. The professionals of home economics must understand this interrelationship to aid them in understanding the audience they want to influence, the resources to do so, and the context in which problems/situations occur (the environment). The purpose of this paper is to examine and describe a conceptual model which includes the meaning of home economics, as well as its beliefs, and the grounds for these beliefs. This will be accomplished through the use of examples from a university major in foods and nutrition.

Model Overview

The conceptual model developed in this paper and found in Figure 1, is composed of four basic components. These components include: the goal of home economics (found in the centre of the model); the intervention process to accomplish this goal; the disciplines of home economics working to achieve the goal; and the environment affecting all three of the other components of the model.

Environmental Factors

The two outside rings of the conceptual model consist of three interacting environments (illustrated by arrows). These three environments were taken from a model of the human ecosystem presented by Bubolz, Eicher, and Sontag (1979, Spring). The three environments include the natural environment, the human constructed environment, and the human behavioral environment.

Natural Environment. The natural environment is formed by inherent, fundamental components on the earth. These components include space-time, physical, and biological environments. The space-time component represents not only present time, but also past and future times, and their influence on each other. The physical component of the model represents nonliving matter in the environment, such as climate, soil, water, and minerals. The biological component represents living matter, such as plants, animals, and organisms.

The natural environment plays a key role in influencing individual and family life. Therefore, the natural environment must be understood in order to understand the needs of individuals and families. This is particularly true for the field of foods and nutrition. For example, climate and soil conditions (physical environment) affect the type, amount, and price of food, thereby affecting food availability to individuals and families. Microorganisms (biological environment), such as salmonella, can affect the safety of foods thereby affecting the health of individuals and families. Current situations (space-time environment) such as the increasing number of elderly individuals in

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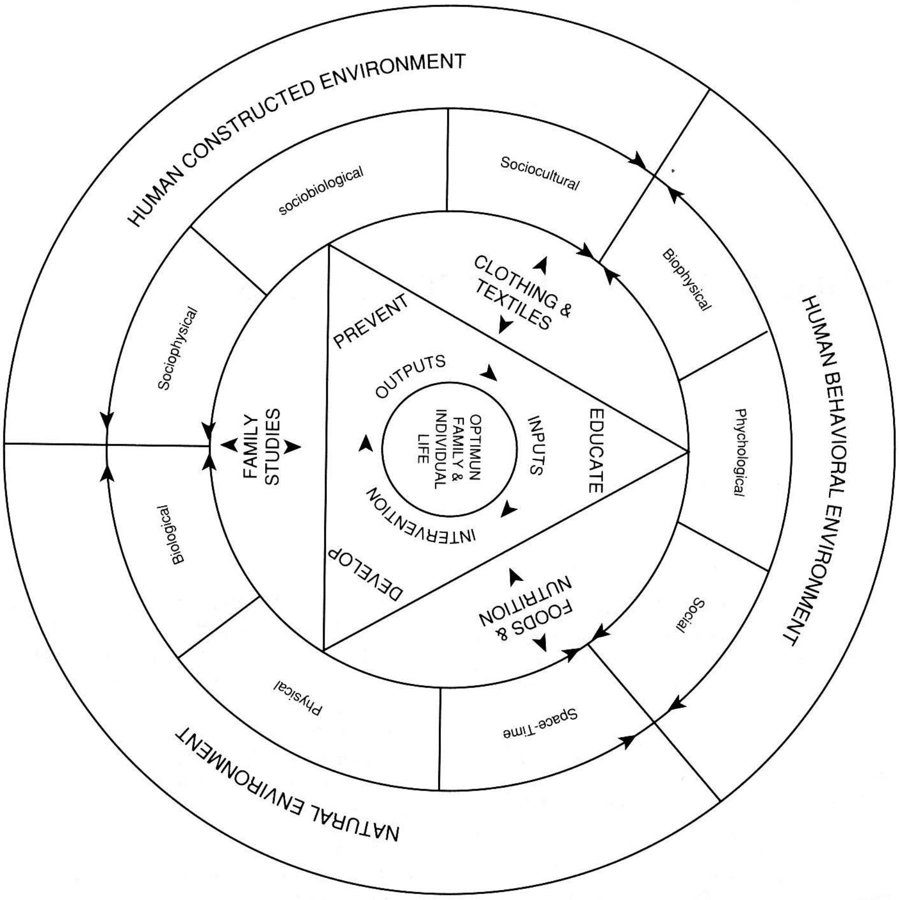

Figure 1. Conceptual framework of home economics.

Canada, need to be examined in order to understand what future nutritional needs of individuals and families will be (e.g., an increased need for nutrition education programs geared towards the elderly).

Human Constructed Environment. The human constructed environment is the environment made or altered by human beings. The components of the human constructed environment include sociophysical, sociobiological, and sociocultural environments. The sociophysical environment represents the changes induced on the natural physical environment by humans, such as roads, mines, polluted air, and water, clothing, dishes, machines, and buildings. The sociobiological component represents alterations in plants, animals, and microorganisms by humans. And finally, the sociocultural component represents a particular form or stage in society, such as technology, language, laws, politics, values, aesthetic standards, and social institutions.

Like the natural environment, the human constructed environment also influences aspects of individual and family life. In terms of foods and nutrition, technology (sociophysical environment) such as microwaves, affect the method and ease of preparing foods, thus affecting the leisure time of individual and family life. Improved or new crop varieties (sociobiological environment) may mean improved nutrition for individuals and families. Political values or standards (sociocultural environment) can play a role in the support of nutrition education programs for individuals and families.

Human Behavioral Environment. The human behavioral environment represents the actions, responses, and functions of individuals and families. Components of the human behavioral environment include psychological, social, and biophysical environments. The psychological component of the environment involves the values, attitudes, perceptions, thoughts, and emotions of people. The social component involves the interaction of people in groups and relationships such as families, friends, and colleagues. The biophysical component involves the activities of people such as body movements and physical posture.

The human behavioral environment plays a key role in influencing the practice of home economics and more specifically, the practice of foods and nutrition. The human behavioral environment is an important factor in understanding and handling nutritional concerns involving individuals and families. For example, attitudes and values (psychological environment) can play a key role in the eating habits of groups and individuals. Family forms (social environment), such as a single parent family, can influence the eating habits of the children in that family. Physical activities (biophysical environment), such a playing soccer, can affect the requirement for individual food intake.

Disciplines of Home Economics

The next part of the conceptual model consists of the three disciplines of home economics: Foods and Nutrition, Clothing and Textiles, and Family Studies. The three disciplines are found next to and interacting with the environmental factors in the model. The surrounding environment is part of the basis for the knowledge and theory of the three disciplines. Green (1982) states that home economics needs to "address itself to the strengthening of the environment . . ." (p. 40). Therefore, the professionals in home economics not only should work towards strengthening and improving the environment, but also towards understanding the environment in order to be able to strengthen and improve it. In terms of foods and nutrition, this concept is very applicable. For example, currently there is a problem with pesticide build-up in the soil of numerous farm crops which is threatening the safety of the food grown in that soil. This is an important sociobiological environmental issue for the area of foods and nutrition as it may affect the health of humans. Professionals in the foods and nutrition area need to understand all the factors involved in this environmental problem (e.g., if pesticides are not used, insects may ruin the crops, and the farmers and consumers will both suffer a loss). They need to research the problem and work towards improving the environmental situation so that food quality and quantity are not sacrificed.

Goal and Intervention Process of Home Economics

The central core of the conceptual model consists of the goal of home economics and the approach for achieving this goal. The goal of home economics is to promote optimal family and individual life. This goal is similar to the goal of home economics stated by Arcus (1990), but it is also slightly different. Arcus states that the goal of home economics is "improving the quality of life" (p. 233). Both goals are aimed at improving the life of people, but the goal for 'optimal living' implies that the profession is focussing more so on enabling individuals and families to improve their own lives to the best of their abilities, and therefore, individual and environmental differences are accounted for. The goal of "improving the quality of life" implies that there is a certain level or standard for a good life, and therefore, may not take individual and environmental differences into account.

The triangle surrounding the core of the model represents the type of intervention process used to accomplish the goal of home economics. The intervention strategy used in this model includes educating, preventing, and developing. This approach is taken from Green's paper (1982) which states that this type of intervention is more productive in accomplishing the goals of home economics than a "remediation, therapy, or crisis intervention" approach (p. 40). A reason for this is that the education, prevention, and development approach has the ability to influence people's knowledge, attitudes, and behavior so they themselves can create optimal living conditions, providing more lasting, permanent results.

The system of communicating this intervention approach to individuals and families is found in the central part of the model's triangle. This communication system is taken from a conceptual model developed by Gillespie and Yarbrough (1984) for communicating nutrition. The communication system consists of: the inputs from both the communicator (professionals in home economics) and the receiver (individuals and families)); the intervention process involving both the attention and comprehension of the receiver, and the interaction between the communicator and the receiver; and the outcomes of the communication process (i.e., its acceptance or rejection by the receiver). As indicated by arrows, the communication system is a continuous process: if the outcomes are rejected, the inputs need to be altered; if the intervention process is not effective, then the inputs again need to be altered. The knowledge, theory, and research from the surrounding disciplines, as well as, the surrounding environments, are the basis for the information being communicated to individuals and families (illustrated by arrows). The environmental factors surrounding the intervention approach play a key role in the acceptance of the communication process. For example, as stated by Gillespie and Yarbrough (1984), individual differences, social relationships, and/or social categories can all influence the effectiveness and success of a nutrition intervention program. The communicator must therefore realize the predispositions (environmental factors) of individuals and families in order to successfully influence them. The arrows pointing toward the three disciplines of home economics from the intervention approach, illustrate that the intervention process can in turn affect the three disciplines of home economics, as well as the surrounding environment. For example, the outcome from the intervention process can change and improve the environment, and the success or failure of the intervention process can be utilized to further the knowledge and theory of future home economics intervention programs.

Summary

The focus of home economics involves the influence of the environment on individual and family life. Professionals in home economics must work towards enabling individuals and families to function in their environment by effectively providing them with the knowledge to influence and react to this environment. By doing so, individuals and families may be able to live to the best of their abilities to create for themselves optimal living conditions. ☐

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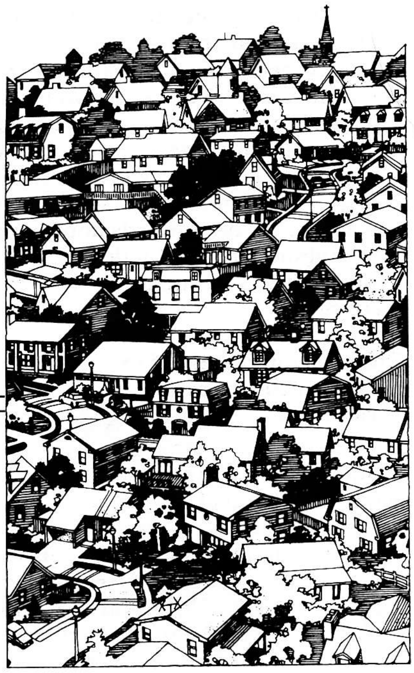
Effects of Canadian Housing Policy on Children and Their Families



Norman K. Blackie and Carol D.H. Harvey

Abstract

Canada's housing policy does not reach its goal of affordable housing for all families. Current housing policies at the federal level were begun in 1944 by the National Housing Act. It is administered by the Canada Housing and Mortgage Corporation (CMHC) in four program areas: social housing, rehabilitation and conservation, market housing, and research. Assistance is both direct, with financial outlays to suppliers of shelter, and indirect, with rent subsidies, rent control, tax credits, and mortgage loan guarantees. Data from CMHC are presented to show the modest investment in social housing on the part of the federal government. Provincial programs are briefly discussed. The paper concludes with policy shifts and challenges to governments to provide affordable housing to families.

Résumé

La politique canadienne du logement n'atteint pas son but de logements abordables pour toutes les familles. Les politiques actuelles du gouvernement fédéral datent de la Loi nationale sur l'habitation, promulguée en 1944. La Loi est administrée par la Société canadienne d'hypothèques et de logement (SCHL) et porte sur quatre secteurs: le logement social, la rénovation des logements et les économies d'énergie, le logement du marché, la recherche. La SCHL fournit une aide directe (sorties de fonds aux fournisseurs d'abris), et une aide indirecte (subventions aux loyers, contrôle des loyers, crédits d'impôt et garanties des prêts hypothécaires). À l'aide de chiffres de la SCHL, l'auteur montre que le gouvernement fédéral investit peu dans le logement social. Il fait un tour d'horizon des programmes provinciaux, et conclut qu'il faut revoir la politique et inciter les gouvernements à fournir des logements abordables aux familles.

In any country, housing policy plays a much broader role than just to guarantee equal access to quality housing. Housing policies play a pivotal role in the achievements of a country's national objectives. The housing/construction sector plays a vital role in the economic growth of a country by creating jobs, goods, and services. Consequently, national housing policies are planned to achieve a blend of economic and social objectives. A high degree of involvement produces a regulated market and can result in lower housing costs for all households, or governments can limit their involvement to benefit a selected few, such as families with large numbers of children unable to obtain decent affordable housing in the private market. Government involvement in other sectors, such as labor and finance, also affects housing market activity.

The federal and provincial governmental housing policies do reflect Canada's desire to help the poor. At the same time, policy makers have a political agenda to distribute small sums of money to many people in order to satisfy voters. An historical overview can provide a perspective on the current situation.

Historical Overview

Throughout history there have been various forms of housing for those in need. From the earliest times, the first recourse was the family. Children provided for aged parents and younger siblings provided for older brothers and sisters. The disabled and mentally impaired were assisted in a similar way. However, when circumstances did not permit, institutions provided accommodation.

Canadian history of housing policy was influenced by British practices. Parish churches in the sixteenth century in England and Wales established "poor houses" to shelter the destitute. Later, charitable organizations flourished between 1840 and 1890, whose mandate was to establish and maintain shelters for the homeless and destitute. Similar organizations were developed in Canada during the last half of the nineteenth century.

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It was not until 1937 and 1938 that the governments of Canada and the United States entered the housing market directly to assist persons with special needs. The great depression of the 1930s and the homelessness it created was the single greatest contributing factor for the government of both countries to become directly involved in the housing market.

Types of Programs: The Federal Government

The first program of the federal government in Canada into the housing sector was in 1938 with a program called Low Rental Housing. By 1944, Canada's National Housing Act was passed. The Canada Housing and Mortgage Corporation (CMHC) was created to be the mechanism through which the federal government would partiicpate in the housing sector.

CMHC's mandate is to promote the construction of new houses, to repair and modernize existing houses, and to improve housing and living conditions. In 1988 CMHC provided housing assistance to nearly three-quarters of a million households (CMHC, 1990).

From its beginnings in the 1930s the Canadian federal government's housing policy has been both direct and indirect. Direct assistance programs, also known as supply-side programs, have provided direct financial outlays to suppliers of shelter. Indirect assistance, demand-side programs, affect housing supply through mechanisms such as rent subsidies, rent control, tax credits, and mortgage loan guarantees. Direct, supply-side assistance programs, have been targets of the public and private non-profit housing sectors. Almost without exception these programs are tied to specific units in specific locations, based on Statistics Canada housing demand data, and are exclusively for low- and moderate-income households. Families, defined as households with children, are the major beneficiaries of this type of housing assistance. Conversely, the demand-side programs have been applied more universally. The beneficiaries are persons from all income groups.

These programs are further distinguished by housing tenure, that is, assistance to renters versus assistance to homeowners. Renters have been the major beneficiaries of the housing policies of the federal and provincial governments over the last two decades. Homeowners, with a few exceptions, receive relatively fewer benefits. For example, over two-thirds of those receiving assistance have been low-income families residing in rental accommodation. There are some 600,000 social housing units currently receiving assistance from the federal government (CMHC, 1990).

CMHC addresses a broad spectrum of basic housing needs through four program areas. These are social housing, rehabilitation and conservation, market housing, and research.

The objective of the first of CMHC's basic housing mandate, social housing initiatives, is to assist those persons whose income is insufficient to gain access to adequate housing. Those particularly hardest hit are renters who spend between 35 and 40 percent of their annual income on housing. These households are usually headed by women who have children; the ratio of housing costs to income for men is substantially better, which can be attributed to higher paying jobs.

Specific programs clustered under the social housing initiative include public housing (where rent is geared to income) non-profit cooperatives, and rent supplement (cost shared with the provinces). The target groups include the working poor (60%), welfare recipients (20%), and single parent families (20%).

In 1988 the federal government spent approximately $1.7 billion assisting low-income households and administering its inventory of social housing units (CMHC, 1990). Overall some two-thirds of this amount is the level of assistance received by families. To a low-income family this means paying no more than 25 percent of their annual income for shelter (including heat, light, and water, but excluding parking and cable television).

The Rural and Native program is also a part of CMHC's social housing initiative. This program offers ownership and rental opportunities to Native and non-Native households living in areas of 2,500 population or less. Assistance varies depending on housing requirements, income, and qualifying criteria.

For the second program area, rehabilitation and conservation, the objective is to provide for the rehabilitation of substandard housing and improve existing housing. Recipients have included lower income home owners, tenants living in substandard units, nonprofit groups, Native groups, and Native housing on reserves. In 1988, CMHC committed $171.6 million to rehabilitating 33,069 dwellings and hostel beds (CMHC, 1990).

Since the inception of the program in the mid 70s almost $2 billion was loaned to rehabilitate more than 400,000 dwelling units. It is interesting to note that rehabilitation loans are capped at about $10,000. Fully 90% of these loans have been forgiven (Health and Welfare Canada, 1982).

According to statistics about the National Housing Act for 1989 and 1990, several points are of interest. In both time periods the vast majority of money spent was on home ownership. This amounted to $2,658,634, 83% of the total in 1989; by 1990 the $3,335,834 spent was 84% of the total. Rental units also received help, but at about 1/10 the frequency of owner assisted units. Social housing had about 1/40 of the starts that home owners did. Rural and Native housing is a tiny fraction of the whole. Amounts spent on nonprofit and cooperative housing were also small, about the same rate as social housing (CMHC, 1990).

The effect of the federal government's involvement is large. It affects the number of housing starts and stimulates growth in housing stock. To achieve its social goal of affordable housing for all Canadians, the Canada Mortgage and Housing Corporation's Consultation Paper on Housing (1985) says: "Canadians still have unmet housing needs. Sizeable numbers of people remain unable to afford decent shelter whether rented or owner-occupied" (p. 1).

The situation is similar in the United States: "While the public sector has provided for lower income persons through new construction and substantial rehabilitation, and the private sector has produced steadily and dramatic improvements in both quality and quantity of housing; in fact the ability to pay for decent housing has become the predominant housing problem faced by the poor" (Brotman, 1982, p. 65). Families, particularly single parent families with children, and households with large numbers of children are most vulnerable.

Types of Programs: Provincial

Housing supply in Canada is the responsibility of the provincial governments except in the Maritime provinces. Provincial housing policies, like federal housing policies, are heavily oriented toward social objectives. All provinces participate in public non-profit, public housing and rent supplement programs.

In addition, several provinces operate shelter allowance programs for low-income families. Provincial renovation programs are directed to assist lower-income households, to up-grade core areas of cities, and to promote general improvements to the housing stock.

Shelter allowances are a general program of cash grants made to a broad range of qualified tenant households. Eligibility requirements are defined mainly by the proportion of income spent on rent, but they are subject to a maximum limit. The underlying philosophy of a shelter allowance is one of subsidizing "the person" as opposed to "the place", which is a demand-side policy. Affordability is the primary housing need being met.

Shelter allowance programs are widespread across Canada. However, they currently affect only some 40,000 households. This is very small when compared with public housing, which affects some 350,000 to 400,000 units (Blackie, 1988).

Policy Shifts

In 1979, the federal government amended the National Housing Act to disentangle itself from costly and ever mounting capital and operating subsidies, which in effect passed the responsibility for supplying housing to their provincial counterparts. This shift in policy was a reflection of North American fiscal policy to reduce national deficits.

As a consequence, provincial governments followed their federal counterparts in the 1980s and reduced their own housing budgets. As most programs involved matching dollars, the impact of the cut backs was all the more significant. For example, the 1990-1991 allocation for the Manitoba Non-Profit Housing program was only 215 units for the entire province (Manitoba Housing, 1990).

However, the demand for suitable, adequate, and affordable housing has not decreased. In response to this demand, the Manitoba Department of Housing has adopted a new strategy of flexibility which permits the integration of an unassisted "market" residential component within projects receiving cost shared financing. This strategy provides an opportunity for organizations to develop innovative residential environments through the injection of group or tenant equity.

The requirement of an equity contribution of at least 20% of the capital costs is one of the new policy shifts that has occurred in the last five years. This means that organizations serving low-income families must now contribute a sizeable part of the financing. This is usually accomplished through some form of fundraising or a down payment from the tenant.

To ensure that public funds are utilized in the most efficient manner possible, proposal calls are issued on a yearly basis. These are the only occasions that organizations can get into the allocation stream. Proposals are selected on a public competition basis. Projects are evaluated on the basis of greatest need for assisted housing in the area(s) proposed, as well as market viability and demand for any non-assisted component. Only the most appropriate, cost effective, and creative proposals are chosen. The implications of this procedure is that many persons in need of housing assistance may never get it.

Conclusion

An appropriate role for the Canadian government in the housing sector is equal access to housing of a standard quality for all persons. The recipients most often targeted to receive the housing benefits are those in greatest economic need. However, the assistance does not always go to the poor, nor is enough money spent when poor people are included.

The challenge for governments is to develop housing policies within the broader economic and political framework that ensures the availability of proven shelter solutions and guarantees access to those opportunities for those in greatest need. Families are one such group. ☐

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Research Section

Identité professionnelle et aspects de la carrière chez des étudiants et étudiantes en consommation[1]

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Résumé

La question de l'identité professionnelle chez les étudiants et étudiantes du baccalauréat en consommation de l'Université Laval a été étudiée sous différentes facettes et le présent article rapporte les résultats d'un volet de cette recherche. Celle-ci avait pour but d'explorer l'existence de liens possibles entre certains aspects de la carrière et l'identité professionnelle. Les données obtenues indiquent que l'engagement professionnel, l'optimisme face à l'emploi et le niveau d'études sont, à différents degrés, positivement liés à l'identité professionnelle. Par ailleurs, les résultats révèlent, de façon générale, que les sujets interrogés sont peu familiers avec le milieu professionnel.

Abstract

Several aspects of the professional identity of Consumer Studies students at the University of Laval have been studied. This article reports on one aspect of the study, the objective of which is to explore possible relationships between selected professional career variables and professional identity. Results indicate that professional involvement, optimism concerning employment opportunities, and academic level are all to varying degrees positively associated with professional identity. The study also reveals that, in general, students are not familiar with the professional environment.

Les diplômés et diplômées du baccalauréat en consommation de l'Université Laval rencontrent certains obstacles lors de la recherche d'un emploi lié à leur domaine de formation. Jusqu'à présent, ces obstacles ont été attribués à la nouveauté du programme ou à son avant-gardisme, à la situation économique, à la structure du marché du travail ou encore à la formation universitaire (Reynen, Thomassin et Touchette, 1981; Université Laval, 1978; 1982). Plus récemment, des conversations informelles suggéraient que les étudiants et étudiantes semblaient peu connaître les avenues professionnelles reliées aux études en consommation et qu'ils avaient d'autant plus de difficulté à fixer leur choix quant à un secteur qui les intéresse (Lachance, 1989). Afin d'identifier d'autres éléments susceptibles d'améliorer la compréhension de cette situation, une étude a été entreprise auprès des sujets inscrits à ce programme.

Certains auteurs (Becker et Carper, 1956; Breton, 1972; Gottfredson, 1981) soutiennent que les perceptions de l'individu quant à sa capacité de s'associer à un ensemble spécifique de tâches professionnelles, de s'engager dans ces activités ou d'établir une relation claire entre sa formation et sa future carrière représentent une constituante importante de son identification au travail ou à la carrière. Ceci, d'ajouter Holland, Daiger et Power (1980), devrait pouvoir se traduire par une identité professionnelle bien définie.

L'existence possible de liens entre l'identité professionnelle et certains aspects de la carrière professionnelle chez les étudiants et étudiantes du baccalauréat en consommation constitue donc la préoccupation principale de la présente étude. Un premier volet faisant état des liens entre cette identité, l'indécision professionnelle et la perception des emplois accessibles et justifiant l'emploi du concept d'identité professionnelle a été présentée antérieurement (Lachance et Landry-Martin, 1991). Cependant, peu d'écrits existent relativement à différents aspects de la carrière professionnelle et leur lien avec l'identité professionnelle. C'est pourquoi ce deuxième volet de la recherche sur l'identité professionnelle a été entrepris dans le but de répondre à la question exploratoire suivante: existe-t-il un lien entre l'identité professionnelle et: l'implication professionnelle, l'optimisme face à l'emploi, le rendement académique, le niveau d'études, la perception de l'importance du diplôme, le sexe?

Recension des écrits

Identité professionnelle

Il peut être nécessaire de rappeler brièvement ce qu'est l'identité profes-

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[1] Une version des résultats de cette recherche a été présentée au congrès 1989 des Sociétés savantes, section CARHE/ACREF, à l'Université Laval le 31 mai 1989.

sionnelle. Ouellette (1984) définit ce concept comme cette partie de soi que l'on investit dans la profession ou qui est étroitement liée à elle. Selon Dalme (1971), c'est cette partie de soi qui s'identifie à la profession. Elle est atteinte à travers le processus de socialisation qui implique l'acquisition de connaissances théoriques, d'habiletés, d'attitudes et de comportements appropriés à la profession et aux rôles qui y sont associés. Certains auteurs (Holland, Daiger, et Power, 1980; Holland, Gottfredson, et Power, 1980); affirment que cette identité se traduit chez l'individu par une image plus ou moins claire et stable de ses buts, de ses intérêts et de ses talents.

Identité professionelle et aspects de la carrière

Certains auteurs ont abordé le sujet de l'existence possible de liens entre l'identité professionnelle et certains aspects de la carrière.

Après avoir constaté, lors d'une étude, que l'engagement professionnel des étudiants et des étudiantes était faible, c'est-à-dire que peu d'entre eux sont membres d'une organisation professionnelle ou exercent des activités en relation avec ce milieu, Petterson (1985), à l'instar de Peterat (1983), soutient que ce type de participation favorise l'établissement d'une identité professionnelle. Si tel est le cas, le degré d'engagement professionnel des étudiants et des étudiantes devrait être lié au niveau d'identité professionnelle. Il semblerait aussi que le fait de côtoyer des individus engagés dans un milieu professionnel lié à la formation en cours ait pour effet de favoriser la socialisation à une profession (Kieren, Vaines, et Badir, 1984) ou de développer davantage l'identité professionnelle (Borman et Colson, 1984; Dalme, 1971; Willbur, 1987; Wright, et Wright, 1987).

Par ailleurs, au terme d'une recherche effectuée auprès de personnes au travail et de personnes aux études, Finkelstein et Gaier (1983) ont constaté que la formation de l'identité professionnelle chez les étudiants et étudiantes était plus lente que chez les travailleurs et travailleuses. Holland, Daiger, et Power (1980) suggèrent à ce propos que la formation et la spécialisation auraient un effet positif sur cette variable.

Chez les élèves du secondaire, l'inquiétude face à l'emploi semble être liée à l'absence d'objectifs professionnels (Breton, 1972). Selon certains auteurs, un sentiment de pessimisme ou d'incapacité de maîtriser les événements reliés à l'entrée dans le monde professionnel peut être une cause d'indécision et nuire à l'élaboration de plans d'avenir (Bolles, 1982; Breton, 1972; Heckhausen, 1967; Holland et Holland, 1977; Rotter, 1954). L'indécision étant elle-même reliée à l'identité professionnelle, le fait d'être ou de ne pas être optimiste face à l'emploi pourrait être lié au niveau d'identité professionnelle (Lachance et Landry-Martin, 1991).

D'après les études de Ouellette (1984) et de Waterman et Waterman (1972) effectuées auprès d'élèves du secondaire, il ne semble pas exister de lien entre le rendement académique et l'identité professionnelle. Toutefois, il apparaissait pertinent de vérifier ce lien chez les étudiants et étudiantes de niveau universitaire.

Les résultats des recherches de Waterman, Geary et Waterman (1974), de Waterman et Goldman (1976) et de Waterman et Waterman (1971) auprès d'étudiants et d'étudiantes de niveaux collégial et universitaire, indiquent que le niveau d'identité professionnelle tend à s'accroître au fil des années d'études. On pourrait donc s'attendre à ce que le niveau d'identité professionnelle des étudiants et des étudiantes en consommation diffère selon la première, deuxième ou troisième année du baccalauréat.

Selon Breton (1972) et Stinchcombe (1964), il apparaît que le lien perçu par l'individu entre son travail scolaire et ses objectifs futurs est une motivation importante face à un choix professionnel. De même, l'importance que l'élève accorde au diplôme par rapport au type d'emploi désiré semble être liée à l'indécision (Stinchcombe, 1964). Etant donné le lien souligné précédemment entre l'inquiétude face à l'emploi et l'identité professionnelle, il est possible que l'importance que l'étudiant ou l'étudiante accorde au diplôme en consommation soit en rapport avec son niveau d'identité professionnelle.

Enfin, Ouellette (1984) ainsi que Waterman et Nevid (1977) concluent qu'il n'y a pas de relation significative entre la variable sexe et l'identité professionnelle. Certains aspects particuliers au problème de recherche incitent, néanmoins, à étudier cette variable. Dans un programme tel que le baccalauréat en consommation, où la fréquentation est traditionnellement féminine, la grande différence entre le nombre d'individus en consommation de sexe masculin et de sexe féminin ainsi que la proportion relativement élevée d'hommes inscrits à ce programme, comparativement à des programmes similaires de certaines autres universités, pouraient peut-être entraîner des différences d'identité professionnelle entre les deux sexes.

Méthode

Population et collecte des données

La population étudiée est composée de l'ensemble des étudiants et des étudiantes inscrits au baccalauréat spécialisé en consommation de l'Université Laval au trimestre d'hiver 1987 et qui suivaient au moins un cours rattaché à ce programme.

En avril de cette même année, les questionnaires de la recherche accompagnés d'une lettre de demande de participation ont été remis à tous les étudiants et étudiantes de ce programme qui s'inscrivaient pour le trimestre d'automne. Quant aux finissants et finissantes, ils ont été contactés par téléphone ou par le courrier interne étudiant. Les participants et participantes n'avaient qu'à remettre le questionnaire rempli au secrétariat de la Direction des programmes d'études en consommation.

Instrument de mesure

L'instrument de mesure utilisé est un questionnaire composé de 31 questions ouvertes et fermées et comprenant trois parties. La première partie est constitué de l'Echelle d'identité professionnelle[2] conçue par Holland, Daiger et Power (1980) et composée de 18 items vrai/faux de type énoncé. Le score représente le nombre total de réponses "faux". C'est la version française de cet instrument adaptée par Ouellette (1984) qui a été utilisée.

La deuxième partie du questionnaire porte sur les possibilités et l'indécision professionnelles, variables qui ont fait l'objet d'une étude précédente (Lachance et Landry-Martin, 1991). La troisième partie de l'instrument de mesure vise à recueillir les informations relatives aux questions exploratoires, c'est-à-dire à l'optimisme face à l'emploi, à l'implication professionnelle, au rendement académique, au niveau d'études, à la perception de l'importance du diplôme et au sexe. Par exemple, par rapport à sa future carrière, le sujet devait indiquer l'importance qu'il accordait au diplôme en consommation, en utilisant une échelle variant de "très important" à "pas important" et incluant la mention "je ne sais pas". De même, face aux chances qu'il percevait d'obtenir un emploi en consommation à la fin de ses études, on lui demandait s'il était plutôt optimiste, plutôt pessimiste ou s'il ne savait pas quelles étaient ses chances.

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[2] Les autorisations écrites de Consulting Psychologist Press Inc. et de J.G. Ouellette d'utiliser la version française ont été obtenues au préalable.

Dans le cas de l'engagement professionnel, cinq variables ont été regroupées. Ce sont: la connaissance de personnes diplômées ou non en consommation oeuvrant dans le milieu professionnel, les activités reliées à ce milieu, l'expérience de travail en consommation et l'adhésion à un organisme professionnel pertinent au domaine. Ces variables ont été évaluées de manière à obtenir un score de 0 à 5 pour chaque répondant ou répondante. A cet effet, chaque réponse affirmative à l'un des cinq items donnait un point, par contre, aucun point n'était attribué à une réponse négative. Le total sur cinq points permet de situer le niveau de l'étudiant ou de l'étudiante par rapport à un engagement professionnel minimal.

Résultats

Profil des répondants et des répondantes

Sur 235 questionnaires distribués, 225 ont été recueillis. De ceux-ci, deux ont dû être annulés parce qu'incorrectement remplis. Il est à noter que le taux de réponse obtenu soit 94,8%, s'applique à l'ensemble de la population visée. Le groupe étudié était constitué d'une majorité d'étudiantes (80,7%). La plupart des individus interrogés (90,6%) étudiaient à temps complet et, considérant l'ensemble du groupe, 40,8% étaient en première année du baccalauréat, 37,2% en deuxième année et 21,9% en troisième année.

Engagement professionnel

Lorsque les cinq variables sont regroupées afin de constituer le score d'engagement professionnel, on constate que seulement 23,3% des individus obtiennent un score plus élevé que 2 sur 5. On note aussi que 27,4% n'enregistrent aucun point, c'est-à-dire qu'ils ne peuvent répondre affirmativement à aucun des items (tableau 1). Lorsqu'on examine le lien entre l'identité professionnelle et l'engagement professionnel, la figure 1 indique que le score moyen d'identité professionnelle tend généralement à s'élever avec l'engagement professionnel. Cependant, au score le plus élevé (5 sur 5), on constate que le score moyen d'identité professionnelle s'abaisse.

A) Connaissance de personnes et activités reliées au milieu professionnel. Tel qu'on peut le constater au tableau 1, la majorité des étudiants et des étudiantes du baccalauréat en consommation ne connaissent pas de personnes, diplômées en consommation (69,1%) ou non (78,5%), qui oeuvrent dans le domaine de la consommation ou un secteur connexe. Ceci malgré le fait que près de la moitié d'entre eux (45,3%) disent avoir des activités qui leur permettent d'avoir des contacts ou des expériences reliés au milieu professionnel de la consommation.

On remarque aussi que le score moyen d'identité professionnelle des répondants et des répondantes qui connaissent des gens diplômés en consommation qui ne sont pas leurs professeurs ou professeures et qui oeuvrent dans le domaine professionnel de la consommation ou un secteur connexe (11,86; E.T. = 3,64) est supérieur à ceux qui n'en connaissent pas (9,92; E.T. = 3,66), ainsi que légèrement supérieur au score moyen de l'ensemble du groupe (10,52; E.T. = 3,75).

Table 1. Moyennes et écart-types à l'Echelle d'identité professionnelle pour les variables reliées à l'engagement professionnel

		n	%	M	E.T.
Population étudiée		223	100,0	10,52	3,75
Score d'engagement professionnel[a]	0	61	27,4	9,31	3,59
	1	48	21,5	9,88	3,81
	2	62	27,8	10,50	3,48
	3	31	13,9	12,26	3,33
	4	17	7,6	13,65	3,35
	5	4	1,8	10,00	4,08
Connaissance de gens diplômés en consommation[b]	oui	69	30,9	11,86	3,64
	non	154	69,1	9,92	3,66
Connaissance de gens non diplômés en consommation	oui	48	21,5	12,04	3,86
	non	175	78,5	10,10	3,62
Activités reliées au milieu professionnel	oui	101	45,3	11,33	3,43
	non	122	54,9	9,84	3,89
Expérience de travail	oui	173	77,6	10,80	3,83
reliée à la consommation		79	35,4	11,03	3,70
non reliée à la consommation		94	42,2	10,60	3,96
	non	50	22,4	9,54	3,29
Adhésion à des organismes professionnels en consommation ou en économie familiale	oui	56	25,1	11,30	4,04
	non	167	74,9	10,25	3,62

[a] Score moyen du groupe entier: 1,60 (E.T. = 1,33).

[b] Qui oeuvrent (de façon rémunérée ou non) dans le domaine de la consommation ou dans un secteur qui y est relié.

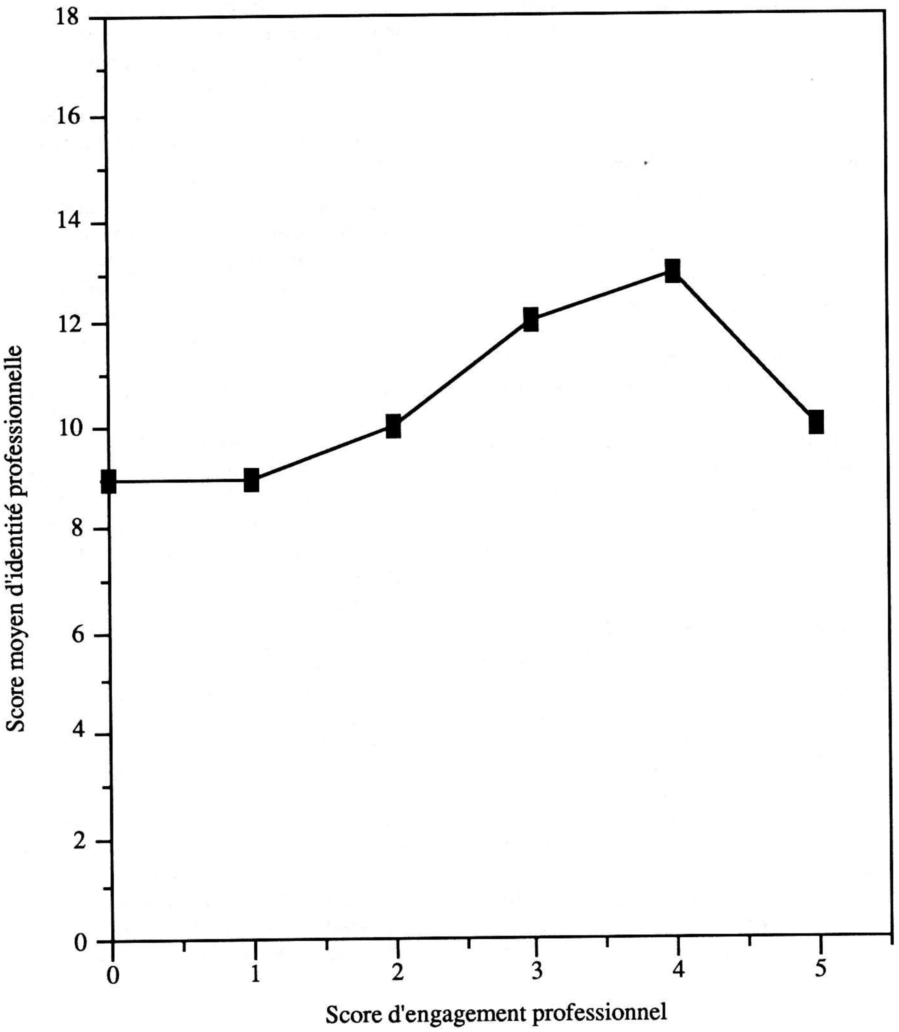

Figure 1. Scores moyens d'identité professionnelle par rapport aux scores d'engagement professionnel.

On retrouve sensiblement la même différence entre les scores moyens d'identité professionnelle de ceux qui connaissent des personnes non diplômées en consommation qui oeuvrent dans le milieu professionnel de la consommation ou un secteur relié (12,04; E.T. = 3,86) et ceux qui n'en connaissent pas (10,10; E.T. = 3,62), ainsi que dans le cas des sujets qui mentionnent avoir des activités reliées au milieu professionnel (11,33; E.T. = 3,43) et ceux qui n'en n'ont pas (9,84; E.T. = 3,89).

B) Expérience de travail. La majorité des répondants et des répondantes (77,6%) disent avoir déjà occupé un emploi à temps complet ou partiel durant une période de six mois consécutifs ou plus (tableau 1). Parmi ceux-là, plusieurs mentionnent que cet emploi était relié à la consommation (35,4%).

La différence entre les scores moyens d'identité professionnelle des sujets qui ont déjà occupé ce type d'emploi et ceux qui n'en ont jamais occupé est faible. On enregistre un score moyen légèrement plus élevé pour ceux qui ont répondu oui à cet item (10,80; E.T. = 3,83) que pour ceux qui ont répondu non (9,54; E.T. = 3,29).

De même, lorsqu'on s'attarde au secteur d'emploi occupé, il semble que le fait d'avoir une expérience de travail en consommation ou dans un secteur relié plutôt que dans un autre domaine ne permette pas de constater des différences importantes de score d'identité professionnelle.

C) **Adhésion à un organisme professionnel.** En observant les résultats présentés au tableau 1, on remarque qu'une minorité seulement (25,1%) se dit membre d'un organisme professionnel relié au domaine de la consommation ou de l'économie familiale. Les répondants et répondantes qui déclarent être membre d'un tel organisme enregistrent un score moyen d'identité professionnelle quelque peu supérieur (11,30; E.T. = 4,04) à celui de ceux qui n'en font pas partie (10,25; E.T. = 3,62).

Optimisme face à l'emploi

En ce qui concerne la perception des répondants et des répondantes face à la probabilité de trouver un emploi en consommation à la fin de leurs études, les données du tableau 2 indiquent que 44,4% des sujets étudiés se disent optimistes. Les scores moyens d'identité professionnelle obtenus indiquent une nette différence entre les sujets optimistes (12,17; E.T. = 3,40) et pessimistes (8,85; E T = 3,61). Quoique légèrement plus élevé que celui des sujets pessimistes, le score moyen des étudiants et des étudiantes qui sont incapables d'évaiuer cette probabilité (9,51; E.T. = 3,40) est lui aussi inférieur à celui des sujets optimistes.

Rendement académique

Le rendement académique des répondants et des répondantes présenté au tableau 2 indique que près de 53% d'entre eux ont une moyenne cumulative de 3,5 sur 5,0 ou plus.

Lorsqu'on dispose les scores d'identité professionnelle en fonction de cette variable, on remarque que ce sont les sujets qui ont une moyenne cumulative se situant entre 4,0 et 4,5 sur 5,0 qui obtiennent le score moyen d'identité professionnelle le plus élevé (11,83; E.T. = 2,83), suivis de ceux qui ont une moyenne se situant entre 4,4 et 5,0 (11,30; E.T. = 4,27). Les étudiants et étudiantes qui ont les plus faibles rendements académiques (2,4 et moins sur 5,0) enregistrent un score moyen d'identité professionnelle de 4,00 (E.T. = 2,71), ce qui est nettement inférieur à celui des autres sous-groupes.

Niveau d'études

L'examen des résultats permet de constater que les scores moyens d'identité professionnelle varient peu entre les troisième et cinquième trimestre (10,96; E.T. = 3,42, 10,89; E.T. = 3,39, 10,66; E.T. = 4,03), alors qu'on enregistre une nette hausse pour les étudiants et étudiantes du sixième et dernier trimestre du baccalauréat (12,35; E.T. = 3,28).

Table 2. Moyennes et écart-types à l'Echelle d'identité professionnelle pour les variables: optimisme face à l'emploi, rendement académique et niveau d'études

	n	%	M	E.T.
Population étudiée	223	100,0	10,52	3,75
Optimisme face à l'emploi				
optimiste	99	44,4	12,17	3,40
pessimiste	59	26,5	8,85	3,61
ne sait pas	65	29,1	9,51	3,40
Rendement académique[a]				
4,5 à 5,0	20	9,0	11,30	4,27
4,0 à 4,4	29	13,0	11,83	2,83
3,5 à 3,9	69	30,9	10,91	3,50
3,0 à 3,4	58	26,0	9,59	3,93
2,5 à 2,9	43	19,3	10,49	3,54
2,4 et moins	4	1,8	4,00	2,71
Niveau d'études				
1e trimestre: 1 à 16 cr.	50	22,4	9,60	4,01
2e trimestre: 17 à 32 cr.	41	18,4	9,90	3,85
3e trimestre: 33 à 48 cr.	56	25,1	10,96	3,42
4e trimestre: 49 à 64 cr.	27	12,1	10,89	3,39
5e trimestre: 65 à 80 cr.	32	14,3	10,66	4,03
6e trimestre: 81 à 96 cr.	17	7,6	12,35	3,28

[a] Moyenne cumulative obtenue à l'hiver 1987 pour les étudiants et étudiantes du premier trimestre et à l'automne 1986 pour les autres. La moyenne cumulative du groupe entier est de 3,61 (E.T. = 3,24).

Perception de l'importance du diplôme

La perception qu'ont les étudiants et étudiantes de l'importance du diplôme en consommation pour leur future carrière est présentée au tableau 3. On constate que pour 44,4% d'entre eux, ce diplôme en consommation est considéré comme important et pour 39,9% il est très important Ces données regroupées révèlent que plus de 80% des sujets accordent une importance relativement grande à leur diplôme.

Les sujets qui ne savent pas quelle importance accorder à leur diplôme se distinguent par un score moyen d'identité professionnelle nettement inférieur aux autres. Ces derniers mis à part, on constate que les scores moyens varient faiblement entre le regroupement des sujets qui répondent que le diplôme est important ou très important et le regroupement de ceux qui répondent qu'il est peu ou pas important.

Sexe

Outre la répartition de la population étudiée en fonction du sexe, on remarque que les scores moyens d'identité professionnelle sont semblables lorsque l'on compare les hommes et les femmes. Ce score est de 10,54 (E.T. = 3,82) pour les femmes et de 10,42 (E.T. = 3,51) pour les hommes.

Les questions exploratoires

L'état des relations entre l'identité professionnelle et les variables exploratoires a été vérifié par le test du Chi-carré accompagné du niveau de probabilité. Dans les cas où les relations se sont avérées significatives, le coefficient de contingence a servi à indiquer le degré de ces relations. Ces résultats sont présentés au tableau 4. Précisons que, dans cette étude, le seuil de probabilité a été fixé à $\underline{p} < 0,05$.

La variable engagement professionnel étant constituée du regroupement de certains aspects associés à la carrière, il semblait intéressant de vérifier si l'un ou l'autre de ces aspects avait un lien plus étroit avec l'identité professionnelle. Ceci, dans le but d'obtenir plus d'informations sur le problème qui nous intéresse.

A la lecture des résultats, on observe que le test du Chi-carré est significatif dans le cas de trois variables exploratoires et de trois sous-variables. Selon les coefficients de contingence obtenus, on constate que l'optimisme face à l'emploi et la connaissance de personnes non diplômées en consommation sont en relation significative avec l'identité pmfessionnelle ($\underline{p} < 0,05$). Ce même lien existe, à un degré moindre, avec le niveau d'études, l'engagement professionnel, les activités reliées au milieu et la connaissance de personnes diplômées en consommation qui oeuvrent dans ce domaine professionnel.

Il importe de préciser que, aux fins de ces calculs, les scores d'implication professionnelle ont été regroupés en trois niveaux: bas (0-1), moyen (2-3) et élevé (4-5). C'est aussi le cas du rendement académique (bas: 2,9 et moins; moyen: 3,0 à 3,9; élevé: 4,0 à 5,0). Les réponses quant à la perception de l'importance du diplôme ont été regroupées de manière à obtenir trois catégories: très important avec important; peu important avec pas important; je ne sais pas.

La faible différence déjà observée entre les scores moyens d'identité professionnelle des sujets ayant ou non une expérience de travail, qu'elle soit en consommation ou dans un autre domaine, est appuyée par les résultats des analyses de corrélation qui confirment qu'il n'y a pas de relation entre ces variables et l'identité professionnelle. Cette absence de lien significatif est aussi vérifiée dans le cas de l'adhésion à un organisme professionnel, du rendement académique, de l'importance du diplôme en consommation et du sexe.

Discussion

Des cinq sous-variables qui ont été regroupées pour constituer le score d'engagement professionnel, c'est la connaissance de personnes non diplômées en consommation et oeuvrant dans ce secteur qui fait état du degré de relation le plus élevé. Si l'on s'en tient à la population étudiée, les sujets qui connaissent des personnes diplômées ou non ont obtenu un score moyen d'identité professionnelle supérieur à la moyenne des autres (tableau 1). On peut donc croire que le fait de connaître des professionnels et professionnelles du milieu de la consommation serait unélément positif dans le développement de l'identité professionnelle. Ceci tend à corroborer les résultats qu'a obtenus Daîme (1971), et ce, même si dans la présente étude, le degré de connaissance qu'ont les sujets des personnes du milieu professionnel de la consommation n'a pas été considéré. En effet, qu'un sujet sache que telle personne travaille dans tel secteur de la consommation n'aura possiblement pas le même impact que s'il la connaît parce qu'elle a été conférencière dans un cours ou parce qu'elle l'a supervisé lors d'un stage en milieu de travail. D'ailleurs Borman et Colson (1984), Willbur (1987) ainsi que Wright et Wright (1987) ont avancé que le fait d'avoir un guide piofessionnel appelé couramment "mentor" devrait avoir des répercussions positives sur le développement de la carrière et de

Table 3. Moyennes et écart-types à l'Echelle d'identité professionnelle pour les variables perception de l'importance du diplôme et sexe

	n	%	M	E.T.
Population étudiée	223	100,0	10,52	3,75
Perception de l'importance du diplôme				
très important	89	39,9	10,81	3,99
important	99	44,4	10,46	3,61
peu important	17	7,6	11,29	3,20
pas important	3	1,3	11,67	5,86
ne sait pas	15	6,7	8,07	2,79
Sexe				
masculin	43	19,3	10,42	3,51
féminin	180	80,7	10,54	3,82

l'identité professionnelle. D'après les résultats de la présente étude, il semble pertinent de s'attarder davantage à cet aspect autant dans la formation des sujets que dans une étude ultérieure.

Le fait qu'environ 45% des sujets disent avoir des activités, des contacts ou des expériences reliés au milieu professionnel apparaît paradoxal, puisque ceci devrait entraîner un pourcentage équivalent de réponses affirmatives à la question de la connaissance de personnes oeuvrant dans le milieu, ce qui n'est pas le cas. Par exemple, effectuer des stages en milieu de travail devrait normalement permettre de connaître au moins une personne de ce milieu. Ceci permet de supposer que, dans l'esprit du répondant ou de la répondante, l'interprétation de ces deux questions n'ait pas été adéquate. Dans une étude ultérieure, il pourrait être nécessaire de s'assurer de cette compréhension. Quoiqu'il en soit, si la majorité (environ 65%) n'a pas de contacts avec le milieu professionnel de la consommation, il n'est pas étonnant qu'elle connaisse peu de possibilités professionnelles.

Par ailleurs, l'expérience de travail, qu'elle soit en consommation ou non, ne s'est pas non plus révélée liée à l'identité professionnelle. Cela va à l'encontre des conclusions de Finkelstein et Gaier (1983), selon lesquelles le statut de travailleur ou de travailleuse comparativement à celui d'étudiant ou d'étudiante devrait accélérer le développement de l'identité professionnelle. De même, les résultats obtenus n'ont pas révélé l'existence d'une relation significative entre l'adhésion à une ou des associations professionnelles et l'identité professionnelle tel que suggérée par les études de Peterat (1983) et de Petterson (1985). Il faut cependant spécifier que certains de leurs propos comportaient également des allégations relatives à l'engagement dans de telles associations, ce qui peut être interprété comme un degré supérieur d'engagement comparativement à la seule adhésion. En effet, le fait d'adhérer à un groupe professionnel ne signifie pas nécessairement qu'on s'y implique activement. Un aspect relatif à l'engagement professionnel a toutefois été mesuré par le biais du regroupement des variables précédentes. Peut-être que parce qu'elle est plus représentative de certains propos de Peterat (1983) et de Petterson (1985) en fonction d'un engagement professionnel minimal, cette variable s'est révélée liée à l'identité professionnelle, quoique à un degré relativement faible. Il est toutefois intéressant de noter que, même si la relation est plutôt faible, le niveau d'identité professionnelle augmente avec le score d'engagement professionnel jusqu'à ce que ce dernier atteigne 4 sur 5. Ceci semble indiquer que mieux le sujet est informé sur le milieu professionnel ou plus il y est engagé, plus il a tendance à avoir un niveau d'identité professionnelle élevé. La faible moyenne de score d'identité professionnelle obtenue au score 5 d'engagement professionnel peut s'expliquer en partie par le peu de sujets (n = 4) ayant obtenu ce score maximum.

Le fait d'être optimiste ou pessimiste face à la probabilité de trouver un travail en consommation au terme de ses études est la variable exploratoire la plus fortement reliée à l'identité professionnelle (tableau 4). Il semble donc que les sujets optimistes aient une identité professionnelle plus définie, donc une image plus claire de leurs buts, intérêts et talents (Holland, Daiger et Power, 1980; Holland, Gottfredson et Power, 1980). Ces résultats tendent à appuyer les alfirmations de certains auteurs à l'effet que l'inquiétude ou le pessimisme chez les jeunes quant à l'obtention d'un emploi puisse nuire à l'apprentissage d'une profession et à l'élaboration de plans de carrière. Selon certains (Breton, 1972; Heckhausen, 1967; Lachance et Landry-Martin, 1991; Rotter, 1954), le pessimisme peut être lié à l'indécision professionnelle. Selon Holland et Holland (1977), cette dernière variable étant elle-même reliée à l'identité professionnelle, il semble plausible que le pessimisme (ou l'optimisme) puisse être, lui aussi, lié à l'identité professionnelle. C'est ce que semblent confirmer les données recueillies auprès des sujets en consommation.

Dans le contexte d'emploi des diplômés et diplômées en consommation, l'optimisme peut certainement aider l'individu à mieux aborder le marché du travail et le monde professionnel en général et ainsi favoriser ses chances de succès dans la recherche d'emploi. Cette idée véhiculée par Bolles (1982) prend d'autant plus de valeur du fait que l'optimisme des étudiants et des étudiantes en consommation serait révélateur d'un niveau d'identité professionnelle plus élevé.

Quelques recherches empiriques sur l'identité professionnelle ont été menées sur le rendement académique. Avec des sujets de niveau secondaire, Ouellette (1984) a relevé un lien étroit entre l'identité professionnelle et le niveau de français alors que Waterman et Waterman (1972) n'ont pas relevé de relation significative avec le rendement académique au niveau collégial et universitaire. Selon les résultats de la présente étude le rendement académique des étudiants et des étudiantes en consommation n'est pas non plus lié à l'identité professionnelle; les différences de score moyen observées au tableau 2 n'étant pas significatives ($\underline{p} = 0{,}089$).

Selon les résultats de différentes recherches (Waterman et al. 1974; Waterman et Goldman, 1976; Waterman et Waterman, 1971), le niveau de scolarité est significativement relié à l'identité professionnelle des sujets de niveau universitaire et le niveau d'identité devrait s'élever progressivement du début à la fin des études. Les résultats de la présente recherche vont également dans ce sens, quoique l'accroissement observé ne soit pas

Table 4. Etat des relations entre le niveau d'identité professionnelle et les variables exploratoires (n = 223)

Variables	X^2	dl	P	C	C ajusté[a]
Engagement professionnel	9,68	4	0,046	0,20	0,25
Connaissance de gens diplômés	7,32	2	0,026	0,18	0,22
Connaissance de gens non diplômés	13,09	2	0,001	0,24	0,29
Activités reliées au milieu professionnel	7,44	2	0,024	0,18	0,22
Expérience de travail (tout domaine)	4,82	2	0,090	NS	NS
Expérience de travail à la consommation	1,28	2	0,527	NS	NS
Adhésion à un organisme professionnel	2,73	2	0,255	NS	NS
Optimisme face à l'emploi	24,36	4	0,000	0,31	0,39
Rendement académique	8,06	4	0,089	0,19	NS
Niveau d'études	11,22	4	0,024	0,22	0,27
Importance du diplôme	5,33	4	0,225	NS	NS
Sexe	0,07	2	0,968	NS	NS

[a]

$$\text{C ajusté} = \frac{\text{C obtenu}}{\text{C maximum}} \; ; \text{C maximum} = \sqrt{\frac{k-1}{k}}$$

Note: Dans le cas où le nombre de catégories n'est pas le même pour les deux variables, k = le plus grand nombre de catégories. Ceci produit le C ajusté le plus conservateur.

uniforme (tableau 2). Contrairement à ce qui aurait théoriquement dû se produire, les trimestres ne semblent pas être marqués par un développement progressif de l'identité professionnelle. Dans une perspective de développement de programme, il serait important de s'attarder aux troisième, quatrième et cinquième trimestre qui semblent indiquer un plafonnement du point de vue du développement de l'identité professionnelle Ce plafonnement semble représenter un point sensible et une période au cours de laquelle les étudiants et étudiantes ne trouvent peut-être pas les opportunités susceptibles de contribuer à leur développement professionnel.

Les résultats obtenus indiquent qu'il n'y pas de relation significative entre l'importance qu'accorde le sujet au diplôme en consommation et son niveau d'identité professionnelle. Cependant, les résultats descriptifs pourraient suggérer, dans le cas de la population étudiée, une légère tendance à ce que le niveau d'identité professionnelle diminue à mesure que l'obtention du diplôme en consommation prend de l'importance pour le sujet. Ce serait donc un courant inverse à ce qui a été relevé jusqu'ici. Ces résultats portent à croire que l'étudiant ou l'étudiante en consommation qui a un degré d'identité professionnelle plus élevé, donc qui possède, selon Holland, Daiger et Power (1980), une image plus claire de ses buts, intérêts et talents, accorde un peu moins d'importance au diplôme en vue d'atteindre ses objectifs de carrière.

La variable sexe n'est pas reliée à l'identité professionnelle des étudiants et des étudiantes en consommation. En effet, aucune différence significative n'a été relevée entre les scores moyens des hommes et des femmes. Ces résultats corroborent ceux de Ouellette (1984) ainsi que de Waterman et Nevid (1977) qui, tant au niveau secondaire que collégial ou universitaire, n'ont pas relevé de différence significative entre les sexes en ce qui concerne l'identité professionnelle. Le fait que ce soit un programme d'études dans un secteur à fréquentation traditionnellement féminine ne semble pas modifier cette tendance, du moins dans le cas de la population étudiée.

Résumé et conclusion

Cette partie de la recherche avait comme objectifs principaux d'explorer différentes variables associées à la carrière des étudiants et des étudiantes du baccalauréat en consommation et de vérifier si ces variables étaient reliées à leur niveau d'identité professionnelle. Pour ce faire, un questionnaire a été rempli par 223 sujets, ce qui représente un taux de réponse de 94.8%. Les données recueillies en regard des questions exploratoires et des sous-variables ont indiqué que l'optimisme face à l'emploi et la connaissance de personnes non diplômées en consommation qui oeuvrent dans ce milieu professionnel sont liées à l'identité professionnelle. Dans la population étudiée, les sujets qui connaissent de ces personnes du milieu ou qui sont optimistes face à l'emploi ont enregistré des scores moyens d'identité professionnelle relativement supérieurs à leurs camarades.

Ce même lien existe également avec le niveau d'étude, l'engagement professionnel, les activités reliées au milieu professionnel et la connaissance de personnes diplômées en consommation oeuvrant dans ce milieu, mais à un degré moindre. L'expérience de travail (tout domaine), l'adhésion à un organisme professionnel, le rendement académique, la perception de l'importance du diplôme en consommation et le sexe ne semblent pas être en rapport avec le niveau d'identité professionnelle des sujets. Dans la plupart des cas, ces résultats tendent à corroborer ceux d'études antérieures ou à appuyer les suggestions de certains auteurs et auteures.

Même si elle s'est révélée faiblement liée à l'identité professionnelle, la variable engagement professionnel reste cependant utile pour évaluer, en quelque sorte, le degré d'isolement entre l'étudiant ou l'étudiante et le milieu professionnel. Ainsi, le score moyen d'engagement professionnel obtenu par l'ensemble du groupe (1,60 sur 5,00; E.T. = 1,33) est plutôt faible et on se souvient que c'est plus de 75% des sujets qui ont obtenu 2 ou moins sur 5. Ceci indique que les étudiants et étudiantes en consommation sont en général assez peu familiers avec le milieu professionnel. D'ailleurs certains résultats révèlent que bon nombre de sujets ne connaissent personne oeuvrant dans le domaine de la consommation, quoique paradoxalement, plus de la moitié disent avoir des activités qui permettent d'avoir des contacts avec ce milieu professionnel. On note cependant, que pour plus de 80% des étudiants et étudiantes, le diplôme en consommation est relativement important.

Il importe de souligner l'apport positif du concept d'identité professionnelle dans l'analyse du problème étudié. D'abord, il permet d'avoir une idée plus précise du stade de développement de l'étudiant ou de l'étudiante en consommation face à la carrière. En se révélant lié à certains aspects de la carrière, par exemple, la connaissance de personnes du milieu professionnel ou les activités reliées à celui-ci, il contribue à cerner des éléments utiles à la compréhension de la situation étudiée et à la détermination de moyens concrets susceptibles de l'améliorer.

Compte tenu de ses limites, la présente étude souligne l'intérêt scientifique de certaines variables exploratoires qui se sont avérées significativement liées à l'identité professionnelle. Des études plus approfondies axées sur certaines d'entre elles qui sont parmi les plus pertinentes au développement de la carrière en général, pourraient contribuer à préciser l'étendue des possibilités du concept d'identité professionnelle.

De plus, les résultats de cette recherche incitent à recommander aux étudiants et étudiantes eux-mêmes ainsi qu'aux responsables de la formation en consommation, de développer des liens avec le milieu professionnel, que ce soit par le biais de stages pratiques ou d'autres activités telles que conférences, travaux sur le terrain, etc. Le fait d'avoir des contacts avec des individus du milieu et de se familiariser avec les tâches qu'ils effectuent devrait favoriser chez les sujets le développement d'une identité professionnelle bien définie et les aider à s'orienter plus facilement dans le monde du travail une fois leur formation universitaire terminée. □

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Abstracts of Current Literature

Family and Consumer Studies

Determinants of women's roles in home maintenance.

Baillie, S. and Pearl, V. (1990)
Home Economics Research Journal, 19(2), 120-132.

Traditionally the division of household labor clearly delineated "men's work" from "women's work" with men's responsibilities including occasional home maintenance and repairs and women's responsibilities including repetitive chores such as cooking and cleaning. Today the majority of women work outside the home for wages and are not primarily homemakers. The purpose of this study was to examine the extent of women homeowner's actual involvement in home maintenance tasks as well as women homeowner's willingness to perform home maintenance tasks.

The data were collected in Florida in 1988 using a convenience sample of married and unmarried women homeowners (N = 175). All respondents owned their own homes either individually or with their spouse. The majority owned one-story, single-family, detached homes. The women were primarily white, urban, employed, well-educated, with incomes above average compared to the total Florida population. The research questionnaire was developed and pretested for this study. The questionnaire included 18 home maintenance and repair tasks such as interior painting, lawn mowing, minor plumbing repairs, and minor electrical repairs. Based on the number of tasks the women performed or were willing to perform, the women were divided into three groups, low (0-6 tasks), medium (7-12 tasks), and high (13-18 tasks). Stepwise discriminant analysis was used to determine the variables which best predicted the characteristics of women who were involved in home maintenance and those women who would be willing to be involved in home maintenance.

The most important variable in predicting who was doing home maintenance tasks was skill. The tasks performed by most of the respondents were those which required some skill but were easy to learn. Inside painting was the most commonly performed task and electrical repairs were the least common. Women who were younger and unmarried were doing many maintenance tasks for themselves. In addition, women indicated a willingness to learn more home maintenance and repair skills so they could do more tasks for themselves.

Researchers indicate the housing problems of female householders could be reduced if their levels of skill and knowledge of maintenance could be improved. Those planning home decorating-types of courses for women should consider including classes in such tasks as plumbing and electrical repairs, wallpapering, and yard maintenance. Those who are able to perform these types of tasks themselves can save money, maintain their investment in their home as well as improve their self-esteem through their accomplishments.

Wives, husbands, and daughters caring for institutionalized and noninstitutionalized dementia patients: Towards a model of caregiver burden.

Harper, S. and Lund, D. (1990)
International Journal of Aging and Human Development, 30(4)241-262.

The purposes of this study are threefold, to clarify some previous inconsistencies in identifying factors associated with caregiver burden, to identity specific sets of variables which best explain the differing burden levels among caregivers, and to provide the foundation for developing a model of caregiver burden which could be used in both research and clinical settings.

A subsample (N = 482) was drawn from a large, national, self-selected group of caregivers (N = 888) who completed and returned a mailed questionnaire. The sample was obtained from mailing lists from 115 support groups in 16 states of the United States. The subsample included only those respondents, husbands, wives, and daughters, who were primary caregivers. Researchers used only those questionnaires with complete information on every variable utilized in the statistical analysis. Data were analysed with multivariate regression techniques using the SPSS statistical package.

Researchers found, in general, women were especially influenced in their experience of burden by their outlook on life and the elements of functional dementia related to their relative's wandering and memory loss as well as their relative's behavior. Men were less burdened by their relative's behavior but were more affected by their relative's difficulties with daily living and orientation symptoms and with conflicting demands on their time. Both men and women found actual or perceived lack of social support stressful. Those caregivers residing with their ill relative were generally burdened by lack of social support while those with an institutionalized relative were bothered more by the severity of the illness.

Researchers indicate this study emphasizes the importance of studying caregivers in smaller more homogeneous groups since needs and stresses are related to gender, relationship to patient, and caregiver-ill relative residential situation. Interventions need to be designed with the unique circumstances of the caregiver in mind.

Value of household and farm work: Evidence from Alberta farm families.

Fast, J. and Munro, B. (1991)
Canadian Journal of Agricultural Economics, 39(1), 137-150.

The value of productive, unpaid work by men in the household and by women in family businesses such as farms has received little attention in past research. The purpose of this study was to present and compare the estimates of the economic value of unpaid household and farm work of men and women in farm families and to discuss particularly the legal and financial planning implications of the findings.

The data in this study were derived from a larger data set involving 387 men and 326 women from 414 Alberta grain farming families. Data were originally collected for a study (Keating and Doherty, 1985) about time allocation in various activities by farm family members. In the present study, the data pertaining to time spent by men and women in farm work and household work were used. The market alternative cost methods using both "generalist" and "specialist" calculations were selected to obtain the values of all non-market work in which each individual was engaged.

The average annual value of unpaid farm work for men ranged from $20,647.35 to $29,088.24 and for women from $5,017.54 to $6,604.19. The average annual value of unpaid household work for men ranged from $1,943.02 to $3,962.54 and for women from $17,460.98 to $34,617.66.The lower figures represent the "generalist" calculations using wage information from Statistics Canada and the higher figures represent the "specialist" calculations. The time spent by men doing farm work is about four times that of women and the time spent by women doing household work is about nine times that of men. When the values of household and farm production and the income generated by off-farm work were accounted for, there was very little difference between men's and women's total contribution to the economic well-being of the farm family.

The estimation of the unpaid contributions of family members indicates the "worth" of the work of the member to the economic well-being of the farm family. The true value of homemaking services has not been easily observed because the benefits to the family of the wife's work may not be in the form of employment income. The equality of the calculated total contribution of both men and women to the family's economic welfare suggests there is little basis for the historic inequity in decisions about division of matrimonial property upon divorce or in the awarding of damages in the cases of wrongful death or personal injury. To fairly assess family assets, policy makers need to be cognizant of research which examines the "worth" of both paid and unpaid work.

Relationships between fathers and children who live apart: The father's role after separation.

Seltzer, J.A. (1991)
Journal of Marriage and the Family, 53(1), 79-110.

Despite the recent adoption of joint custody legislation and the growing belief in more equal division of childcare between mothers and fathers, the majority of responsibility for raising children in divorced families still belongs to mothers. This study examines three aspects of paternal involvement following divorce; social involvement, economic involvement, and authority in childrearing decisions.

A data sub-set was obtained from the 1987-1988 National Survey of Families and Households (N = 13,017). The analysis reported in this study used data from 1,354 mothers with primary physical custody of a child under the age of 18 who had a father living in another household. The analysis uses mother's reports of father's involvement since the NSFH data on mothers is of higher quality than the data on fathers.

Almost 30% of children with non-resident fathers did not see their father at all during the past year and almost 60% saw their father several times or less during the year. Children are more likely to have face-to-face visits with their fathers than telephone calls or letters, however, those children who have regular close contact with their fathers are more likely to have other types of communication as well. Only 47% of non-resident fathers paid any amount of child support with the mean monthly contribution being less than $200. In only a minority of families does the father continue to regularly have influence in childrearing decisions (17.4%).

The results show a bi-variate relationship and a positive association between the three dimensions of paternal involvement. Approximately two-thirds of those fathers with frequent contact with their children pay child support. Fathers who spend extended time with their children are slightly more likely to discuss the children with the mother and to have some influence in childrearing decisions. Fathers who pay child support are more likely to be involved in childrearing decisions than those who do not pay support. The longer fathers and children have been living apart, the less frequent the visits and other forms of communication. Fathers whose children are born outside of marriage are less involved in all three aspects measured, social, economic, and decision making than fathers who were married.

It appears that some men take their paternal responsibilities very seriously even when they do not live with their children. However, the majority of fathers have very little involvement with their children after divorce as measured by the presence or absence of the key behaviors in this study.

The nature of responsibility: Children's understanding of "your job".

Warton, P.M. and Goodnow, J.J. (1991)
Child Development, 62, 156-165.

The concept of responsibility is currently considered by researchers to be amorphous. Understanding of responsibility could be advanced by the breakdown of the concept into specific principles. In the present study, three principles of responsibility were chosen within the context of sharing or distribution of household work between children and their family members: If you created the work, should you attempt to fix it (direct-cause responsibility); should you expect to be reminded about jobs which are routinely yours (self-regulation); if you delegate your job, should you be held accountable for it's completion (continuing responsibility).

A total of 104 Anglo-Australian children were audiotaped in individual interviews. The children represented three different age groups; 30 children in each of grades 3 and 6 and 44 children in grade 9. All children had at least one sibling at home and the majority had a sibling within 3 years of their own age. The three principles of responsibility were embedded in a series of card sorts and vignettes related to household work familiar to the children. The children were asked to comment on the fairness of various work arrangements.

The majority of children at all the grade levels agreed that it was not fair to be asked to clean up after another person, however, those in grade 9 had a longer-term accounting which included a belief that in the long run things 'even out', a sense that was lacking in the younger children. Over 80% of the children in all groups agreed that it was fair to expect to remember your 'own job' without having to be reminded. In terms of requesting payment for work, children agreed that it was fair to ask for payment for 'big' jobs, but older children differed from younger with respect to expecting pay for routine tasks such as bed making, with younger children seeing payment requests as justified. Two-thirds of the children agreed that it was fair to be expected to check up on a delegated task. The ability to justify the response varied widely from 98% at the grade 9 level to 30% in each of the younger age groups.

When the explanations and justifications are explored, a broad developmental progression in children's sense of responsibility rather than a one dimensional sense of responsibility is suggested. The nature of the developmental progression of responsibility deserves further investigation. As well, the researchers suggest we need to ask why the differences occur among principles and vignettes.

Supplementary listing of articles:

Adolescent perceptions of help-seeking resources for substance abuse. Windle, M., Miller-Tutzauer, C., Barnes, G.M.,and Welte, J. (1991). *Journal of Marriage and the Family, 62*(1), 179-189.

Being in control: The process of caring for a relative with Alzheimer's disease. Willoughby, J. and Keating, N. (1991). *Qualitative Health Research, 1*(1), 27-50.

The coming of age of family policy. Langley, P.A. (1991). *Families in Society: The Journal of Contemporary Human Services. February,* 116-120.

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Foods and Nutrition

Diet quality and the eating environment of preschool children.

Stanek, K., Abbott, D., and Cramer, S. (1990)
Journal of the American Dietetic Association, 90, 1582-1584.

The eating environment and the nutritional quality of diets were assessed for 427 preschoolers aged 2 to 5 years (mean — 4.2 years). The sample consisted of 220 boys and 207 girls who were first-born children. Data were gathered using a mailed questionnaire to parents. The survey collected information on demographics, usual eating habits of the child, parental concerns about child nutrition, food-related parenting behaviors, food frequency data, and a 1-day diet record.

Analysis of the food records showed that about 25% of the children consumed less than 75% of the RDA for iron and vitamin C. Sodium intake was above the estimated safe and adequate range for 89% of the children. When compared to the basic food groups, the intakes of 78% of the children had two or more servings of meat, fish, and poultry, 67% had four or more servings of breads and cereals, 62% had four or more servings of fruits and vegetables, and 57% had at least three servings of milk or cheese products.

Of the parents, 17% described their child as a "picky eater", 34% described their child's appetite as good and 19% as excellent. Foods most often reported as disliked by children were vegetable and meat items. Main concerns about their child's dietary habits were whether the child was eating too little, eating too many sweets, drinking too little milk, or eating a limited number of foods.

Over 75% of the sample ate meals on a regular schedule. Morning snacks were eaten by 65% of the sample, an afternoon snack by 91%, and an evening snack by 78%. Children who had companionship at mealtimes ate more servings from the basic food groups. There was also a positive correlation between nutrient adequacy and the quality of the home environment.

Candy and desserts were most frequently used to manipulate the child's food intake. Over 50% of parents promised dessert or a treat for completing a meal. As well, 50% of parents reported using food as a reward for good behavior and withholding food as a punishment for unwanted behavior.

The authors suggested that further education is needed to reduce sodium intake and increase iron and vitamin C intakes. Support by nutrition and health professionals for positive parenting behaviors as well as education to teach parents ways to avoid undesirable behaviors was called for by the authors.

The hypocholesterolemic effects of β-glucan in oatmeal and oat bran. A dose-controlled study.

Davidson, M.H., Dugan, L.D., Burns, J.H., Bova, J., Story, K., and Drennan, K.B. (1991)
Journal of the American Medical Association, 265, 1833-1839.

To determine the hypocholesterolemic response of β-glucan in oatmeal and oat bran, 148 adults with low-density lipoprotein cholesterol (LDL—C) levels over 4.14 mmol/L or between 3.37 and 4.14 mmol/L with multiple risk factors were randomly assigned to one of seven groups. Six groups received either oatmeal or oat bran at dry-weight doses of 28 g, 56 g, or 84 g. The seventh group, the control, received 28 g of farina. After an 8 week initial dietary phase, cereal supplements were provided for 6 weeks followed by 6 weeks on the regular diet.

At week 6 of treatment, significant differences were found for the response of total cholesterol and LDL—C levels with diets containing 84 g oatmeal and 56 g and 84 g of oat bran when compared to the farina group. Total cholesterol levels fell by an average of 0.69 mmol/L, 0.55 mmol/L, and 0.49 mmol/L with 56 g oat bran, 84 g oatmeal, and 84 g oat bran, respectively. Corresponding decreases for LDL—C levels were 0.81 mmol/L, 0.55 mmol/L, and 0.56 mmol/L, respectively. After a 6 week return to the regular diet, total cholesterol and LDL—C levels returned to baseline levels for all posttreatment groups.

This study showed the β-glucan in oat cereals was independently effective in reducing serum cholesterol levels while consumed as part of a low-fat diet.

Water supplementation in exclusively breastfed infants during summer in the tropics.

Sachdev, H.P.S., Krishna, J., Puri, R.K., Satyanarayana, L., and Kumar, S. (1991)
Lancet, 337, 929-933.

To determine the need for water supplementation to maintain water balance in exclusively breastfed infants during hot and humid conditions, 45 healthy, male infants aged 1 to 4 months were studied. Of the infants, 9 had never received supplemental water. These, plus 14 others, were assigned to group 1 (breastmilk only) while the remaining 22 were allocated to group 2 (breastmilk plus supplemental fluids according to mother's usual practice).

Infants were studied at the hospital for 8 hours while fluid intake and urine output were monitored. Maximum room temperatures ranged from 34°C to 41°C and relative humidities from 9% to 60%. In group 2, mean water intake was 11% of the total fluid intake. Total fluid intakes were higher in group 1 than in group 2, though urine outputs did not differ significantly. Adjusted total fluid intake remained lower in group 2 than in group 1 (233 mL and 274 mL, respectively). More importantly, the adjusted breastmilk intake was significantly lower in the water-supplemented group 2 than in the exclusively breastfed group 1 (210 mL and 274 mL, respectively).

A survey of health professionals revealed 97% of nurses and 63% of physicians believed that water supplements were necessary during summer for breastfed infants. This study showed that such efforts to increase fluid consumption may reduce total fluid intake and result in a caloric loss due to diminished breastmilk intakes.

Caffeine consumption during pregnancy and fetal growth.

Fenster, L., Eskenazi, B., Windham, G.C., and Swan, S.H. (1991)
American Journal of Public Health, 81, 458-461.

The association between maternal caffeine consumption and low birthweight (LBW), intrauterine growth retardation (IUGR), and prematurity was studied in 1230 women with singleton live births. Women were interviewed by telephone about nine months after delivery and asked the amount of caffeine-containing beverages consumed during the month before pregnancy and if this changed during pregnancy. Respondents were then classified as unexposed (no caffeine), light use (1-150 mg/day), moderate use (150-300 mg/day), and heavy use (over 300 mg/day).

Increased caffeine consumption was associated with multiparity, one or more therapeutic abortions, being employed, and use of alcohol or cigarettes. A dose-response effect of caffeine was observed. As caffeine intake increased, mean birthweight decreased. The crude risk for heavy users was twice that in the unexposed group. Women who reduced their heavy caffeine intake during the first trimester also reduced their risk of delivering a LBW infant over women who continued to consume heavy amounts.

The risk of IUGR increased with greater caffeine intakes, with a doubled risk for medium consumers, and almost a four-fold risk for heavy consumers. Women who reduced heavy caffeine consumption had a lower risk of IUGR than women who continued to consume caffeine at this level. Mean gestational age was found to vary little with caffeine use.

Limitations of this study included failure to collect information regarding caffeine intake from drugs, chocolate, or cocoa and the measurement of caffeine consumption from coffee, tea, and cola was crude. As well, prepregnancy weight and pregnancy weight gain information were not collected.

The authors state that their findings suggest that caffeine consumption at levels over 300 mg/day continuing past the first 6 weeks of pregnancy may adversely affect fetal growth and that clinicians should counsel women early in pregnancy to reduce caffeine intake below this level.

Nutritional complications and incidence of malnutrition among AIDS patients.

Ysseldyke, L.L. (1991)
Journal of the American Dietetic Association, 91, 217-218.

A medical record review was conducted to determine the nutritional complications and incidence of malnutrition among 50 male AIDS patients aged 24 to 73 years (mean — 40 years). Average time since diagnosis was 17.7 months. Over the two year study period, 48% of the patients died.

Twenty-four patients had body weights below 85% of ideal. This indicated compromised somatic and visceral protein and fat stores. Patients averaged 3.7 nutrition-related complications. Thirty-nine had anaemia, 32 had fever, 29 had decreased appetite, and 26 had diarrhoea. On the basis of weight history and serum albumin levels, 88% were classified as malnourished. Sixty-eight percent of all patients received nutrition intervention including supplements, tube feeding, and nutrition education.

Nausea, vomiting, and decreased appetite seen in AIDS patients, though often attributed to some treatments, could also be due to fever, infection, gastrointestinal symptoms, and emotional issues. The high-risk nature of AIDS for nutrition complications was shown by this study. Gastrointestinal complications such as candidiasis, diarrhoea, and dysphagia were present in many patients. Other complications may also affect nutritional status. In this study, 26% of patients experienced AIDS dementia. The authors stated that this may cause patients to not remember how or when to eat. Malnutrition on its own can result in immune system dysfunction and thus increase risk of infection. The authors stated that malnutrition may be a factor in the development of opportunistic infections as well as the progression of AIDS.

The authors supported the recommendation of the Task Force on Nutrition Support in AIDS suggesting that persons testing positive for human immunodeficiency virus infection receive counselling and nutrition support before becoming malnourished. The authors also called for further research to determine the influence of nutritional status on the development of AIDS complications.

Supplementary listing of articles:

Calcium: Effect of different amounts on nonheme- and heme-iron absorption in humans. Hallberg, L., Brune, M., Erlandsson, M., Sandberg, A., and Rossander-Hultén, L. (1991). *American Journal of Clinical Nutrition, 53,* 112-119.

Chemistry in the kitchen. Making ground meat more healthful. Small, D.M. Oliva, C., and Tercyak, A. (1991). *The New England Journal of Medicine, 324,* 73-77.

Dietary fibre issues for the practitioner. Gillis, A.D.H. and LeBlanc, E.L. (1991). *Journal of the Canadian Dietetic Association, 52,* 40-44.

The impact of future foods on nutrition and health. Owen, A.L. (1990). *Journal of the American Dietetic Association, 90,* 1217—1222.

Position of The American Dietetic Association: Nutrition in foodservice establishments. Roberts, C.R. and Regan, C. (1991). *Journal of The American Dietetic Association, 91,* 480-482.

ω-3 fatty acids: Comparison of plant and seafood sources in human nutrition. Nettleton, J.A. (1991). *Journal of The American Dietetic Association,* 91, 331-337.

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Textiles and Clothing

A conceptual framework for the gift-giving process: Implications for clothing.

Horne, L., and Winakor, G. (1991)
Clothing and Textiles Research Journal, 9(4), 23-33.

Anthropologists and sociologists recognize that giving gifts is important to humans. Horne and Winakor present a conceptual framework for the gift-giving process with applications to clothing.

The stages of gift-giving include: prepurchase, purchase, presentation, and postpresentation. The prepurchase stage components are the: occasion, gift object, giver and recipient, interactions among the occasion, object, and giver and recipient, cost of the gift, and extent of the information search. The purchase stage components are the retail outlets, access to markets, and method of payment. Presentation components consist of direct or indirect. Finally, postpresentation components include interpersonal and consumption. Horne and Winakor identify and discuss theoretical and methodological issues of gift-giving and summarize areas for future research.

Printing textile fabrics with xerography.

Carr, W.W., Cook, F.L., Lanigan, W.R., Sikorski, M.E., and Tincher, W.C. (1991)
Textile Chemist and Colorist, 23(5), 33-41.

In order to survive in the fashion industry, many manufacturers have resorted to shorter process runs to facilitate the frequent color and style changes. Current methods of rotary screen printing make quick response difficult because color and pattern changes require long process and set up time, making changes slow and expensive. In an attempt to improve current printing processes, methods of Xerography were examined.

Xerography is a method of applying color to textiles without the use of liquids and the consequent energy consumption. Because pattern information is stored optically or on a computer, style and color changes may be made quickly. The process uses pigment which is less expensive and has better light fastness than dyes use in screen printing.

A paper photocopier was adapted to copy onto a polyester/cotton fabric. The feasibility of the process was examined and there was an attempt to develop a suitable toner. The researchers were able to demonstrate continuous printing of a single color, then readapted the equipment to continuously print on 115 cm wide polyester/cotton fabric with three colors. Although the process requires further examination, Xerography was considered as a feasible process.

An investigation into women's perceptions of fibre types used for holiday clothes to be worn in hot climates.

Hewitt, F.M., and Byrne, M.S. (1991)
Journal of Consumer Studies and Home Economics, 15(1), 65-73.

Factors which influence the fibre content desired in clothing selected for a holiday in a warm climate and reasons for preference or avoidance of specific fibre type were examined by Hewitt and Byrne. Results from self-administered questionnaires (n = 87) and interviews (n = 12) from women who had in the past three years left England for summer holidays indicated that the fibre content affects the decisions made about purchasing summer holiday clothing.

Consumers were found to associate fibre types and fibre characteristics with outdated fabrics. The respondents perceived natural fibres as having favorable properties and man-made fibres as having negative properties.

Designing fabrics for blood vessel replacement.

King, M.W. (1991)
Canadian Textile Journal, 108(4), 24-29.

Textile technologists have made a significant contribution in the attempt to construct a textile structure to serve as a synthetic vascular prosthesis (i.e., blood vessel). King reviews the major steps in the development of vascular prosthesis, provides a list of present desired criteria of vascular prosthesis, and indicates the current goals of textile technologists and biomedical engineers.

Dacron polyester and Teflon were the major fibres used in producing vascular prosthesis when its production began 35 years ago. The use of Teflon has since been discontinued because its thicker filament diameter caused difficulty in handling and suturing and consequently led to a higher incidence of medical complications.

Yarns used in vascular prosthesis production are predominantly normal tenacity, round cross-section, semi-dull, flat or textured, multifilament yarns. Tri-lobal cross-section yarns are also used but are less common.

Originally, a 1/1 plain weave taffeta was used, but difficulties with prosthesis made from this fabric and modifications of this fabric led to the development of weft knitted prostheses. Although the knitted structures are more advanced in terms of overcoming the disadvantages of previously developed structures, they are not flawless. As vascular prosthesis production becomes more advanced, so does the aim of biomedical engineering.

Supplementary listing of articles:

A theoretical analysis of nonverbal communication and victim selection for sexual assault. Richards, L. (1991). *Clothing and Textiles Research Journal, 9*(4), 55-63.

Characterizing ester crosslinkages in cotton cellulose with FT-IR photoacoustic spectroscopy. Yang, C.Q. (1991). *Textile Research Journal, 61*(5), 298-305.

Chintz: An explanation of the origins of chintz. King, B. (1991). *Textiles, 20*(1), 24-25.

Effect of lubrication on spinning properties of dyed cotton fibers. Berberi, P.G. (1991). *Textile Research Journal, 61*(5), 285-288.

Fashion adoption: Theory and pragmatics. Forsythe, S., Butler, S., and Kim, M.S. (1991). *Clothing and Textiles Research Journal, 9*(4), 8-15.

Finishing with modified polycarboxylic acid systems for dyeable durable press cottons. Blanchard, E.J., Reinhardt, R.M., and Andrews, B.A.K. (1991). *Textile Chemist and Colorist, 23*(5), 25-28.

Hand-sewing needles. Sawbridge, M. (1991). *Textiles, 20*(1), 14-17.

Influence of apparel quality knowledge, purchase attitudes and demographics on patronage preference of rural and urban women. Summers, T.A. and Wozniak, P.J. (1991). *Journal of Consumer Studies and Home Economics, 15*(1), 75-94.

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Compiled by Brenda White

...... In Resources

A Working Together Kit for Dual Career Families

This working together kit contains suggestions from working parents, charts and exercises for time, self, and family management, as well as some just-for-fun items for family participation. Single copies are free for any Alberta resident and $12.84 (including GST) for any non-Alberta resident.

To order: Write to Learning Resources Distributing Center, 12360 142 Street, Edmonton, AB, T5L 4X9.

A How-To Series for Volunteer Organizations

Getting Started: Establishing a Volunteer Program is a how-to manual for setting up a successful volunteer program or for breathing new life into an existing one. This 30-page guide (English only) costs $7.95 + GST.

Teen Power! How to Develop a Teen Volunteer Program is a 27-page English only booklet discussing recruiting, training, and evaluating teen volunteers, motivating and understanding teens, and recognizing youths for their volunteer efforts. It costs $7.95 + GST.

To order: Write to Volunteer Centre of Metropolitan Toronto, Training Department, 344 Bloor Street West, Suite 207, Toronto, Ontario, M5S 3A7. (NOTE: There is a $2.00 postage and handling charge for all items.)

Seniors Info Exchange/Info Échange pour les aîné(e)

This is a bilingual newsletter published by the Seniors Secretariat of Health and Welfare Canada. Intended as a practical tool for professionals working in the field of aging, it contains meaningful, up-to-date information on seniors' policies, programs, research initiatives, and resources. This quarterly publication is available free of charge.

To obtain: Write to Seniors Secretariat, Health and Welfare Canada, Ottawa, Ontario, K1A 0K9.

Women in the Labour Force/Les Femmes dans la Population Active

This document examines the employment situation of Canadian women by providing statistics and a summary analysis of trends in women's labor force participation, differences in earnings of men and women, women's educational attainment, maternity benefits, and Canada and Quebec Pension Plan Benefits.

To order: Write to Publications, Distribution Centre, Labour Canada, Ottawa, Ontario, K1A 0J2.

Taking Down the Wall of Words: Community Agencies and Literacy

This publication provides ideas on how community and literacy groups can form literacy partnerships.

For copies: Contact John Howard Society of Canada, 55 Parkdale Avenue, Ottawa, Ontario, K1Y 4G1.

Don't Gamble with Pesticides!

This ½-inch VHS video spends most of its 18 minutes detailing the proper use of protective clothing when handling the pesticides important in maintaining high agricultural production and quality food. Cost of the video is $19.26 (including GST and shipping costs).

To order: Contact Crown Video Duplicating, 12135 Fort Road, Edmonton, Alberta, T5B 4H2.

A Business in Your Future: A Future in Your Business

This 14-minute, ½-inch VHS video provides insight into running one's own home-based business. Two such business people discuss developing a sound business plan, advantages and disadvantages of home-based business, getting ideas for a company, financial needs statements, and pricing for profit. Cost of this video is $19.26 (including GST and shipping costs).

To order: Contact Crown Video Duplicating, 12135 Fort Road, Edmonton, Alberta, T5B 4H2.

The Portrayal of Gender in Canadian Broadcasting

Based on an examination of more than 600 hours of television programming, 800 hours of radio programming, and 3500 TV and radio advertisements (both English and French) from across Canada, this report provides numerical comparisons of the representation of men and women in Canadian broadcasting and an analysis of the roles they portray. This report, available in English and French, is free.

To obtain: Write to Information Services, Canadian Radio-Television and Telecommunications Commission, Ottawa, Ontario, KIN 0N2.

Handling Eggs Safely

Though the chance of an egg containing salmonella bacteria is reportedly very low, proper handling and preparing eggs is wise. Health Protection Branch, Health and Welfare Canada has just issued two free Issues, releases on this topic: *Handling Eggs Safely at Home/La Bonne Manipulation Des Oeufs à la Maison and Safe Handling of Eggs by Food Service Institutions/Sécurité et Manipulation des Oeufs dans les Établissements de Restauration.*

To obtain: Write to Health Protection Branch, Health and Welfare Canada, Ottawa, Ontario, K1A 1B4.

Harmony — Learning to Live as if Nature Matters

This quarterly newsletter is published by the Harmony Foundation of Canada, a charitable environmental education organization. It claims to provide level-headed and fair analysis of environmental developments and trends, as well as provide practical information to translate environmental concern into action. Cost of a 1-year subscription is $20.00.

To order: Contact Harmony, P.O. Box 4016, Station C, Ottawa, Ontario, K1Y 4P2.

Guidelines for Health Information Programs Involving the Sale of Foods/Lignes Directrices Relatives aux Programmes d'Information Sur la Santé Traltant de la Vente d'Aliments

The purpose of this federal document is to provide guidance for health information programs involving the sale of food undertaken in retail food outlets and restaurants regarding compliance with the Food and Drugs Act and Regulations. When is it legal to use the terms "low fat", "lower in fat", "low cholesterol", etc...? Get this free publication and find out.

To obtain: Write to Health Protection Branch, Health and Welfare Canada, Tunney's Pasture, Ottawa, Ontario, K1A 0L2.

FoodWatch

This bimonthly American newsletter tracks, analyzes, and gives insights into consumer food trends. A 1-year subscription costs $56.00 US.

To order: Write to FoodWatch, 5608 W. 70th Street, Edina, MN 55439, USA.

A Portrait of Children in Canada

This Statistics Canada publication includes demographics, health, living, and social issues relating to children. This sourcebook contains more than 40 charts. The cost of this resource is $40.00 plus GST.

To order: Write to Publication Supply and Services, Statistics Canada, Ottawa, Ontario, K1A 0T6.

Zoom In

The National Film Board of Canada has begun producing a semi-annual guide to new films and videos it has. The premiere issue (Spring '91) contains information on the revamping of their cost structure for video sales. New releases include: "Baby Blues" and "Playing for Keeps" (2 films dispelling teenage myths and romantic illusions about having a baby) and "Media and Society".

To obtain: Contact your local National Film Board Office or call 1-800-561-7104 (Atlantic Canada), 1-800-363-0328 (Quebec), 1-800-267-7710 (Ontario), or 1-800-661-9867 (Western and Northern Canada).

Survey of Literacy Skills

One out of three adults in Canada has some difficulty dealing with everyday reading and numerical tasks requiring the use of common printed material — for example, determining the correct dosage of medication indicated on a medicine label or filling in a blank deposit slip.

This was one of the findings of the Survey of Literacy Skills Used in Daily Activities conducted by Statistics Canada for the National Literacy Secretariat. A copy of the selected survey highlights is available at no charge.

To obtain: Write to Policy, Research and Coordination, National Literacy Secretariat, Multiculturalism and Citizenship Canada, Ottawa, Ontario, K1A 0M5.

Canada's Green Plan for a Healthy Environment

This is the name of the federal government's comprehensive $3 billion, five-year environmental action plan for Canada.

For more information: Call 1-800-668-6767 or write to Canada's Green Plan, c/o Environment Canada, Ottawa, Ontario, K1A 0H3.

...... In Products

Eco-Hype

Consumer Beware! "Green Products" might not what they seem! Some marketing "hypesters" are clearly driven far more by profit than any real dedication to saving the environment.

Environment Canada is working on a set of standards to which consumer product manufacturers would adhere. But the program is voluntary, and in the absence of stringent labelling requirements, some manufacturers are making extravagant claims about the environmental "correctness" of their products — that the item can be recycled for example, when recycling programs for that particular material do not exist in most parts of Canada. Misleading claims only make the pollution crisis worse, since consumers are lulled into a false belief that by buying such products, they are making the problem disappear.

Some examples of the dirty secrets in environmental marketing: Disposable Diapers (Pampers) — Proctor and Gamble advises purchasers that demonstration projects in the US have shown that disposable diapers are compostable "in municipal closed vessel composting units" adding that "opportunities to do this in Canada are currently under review". It may be a long while (if ever) before we see such in a widespread enough way to make an impact.

"Green Garbage Bags"(President's Choice) — The claim reads "94% biodegradable and photodegradable". Certainly the bags are capable of biodegrading (breaking down naturally) or photodegrading (breaking down when exposed to sunlight). That's under optimum conditions — full exposure to sunlight. But in reality, most of the bags will wind up buried under several feet of soil and other garbage in a landfill site, and the amount of breakdown will be a lot less. What is worse is that the starches and other substances added to the plastic to make the bags break down even partially render them non-recyclable. Maybe just another reason to focus on reducing and reusing!

Source: *The Financial Post Magazine*, May 1991.

Acrylic Blocks

Hi-Lite acrylic blocks look like glass blocks, but are less than one-fifth the weight. Molded from the same acrylic used in B-52 aircraft windshields, the blocks clip together and self-align. According to the manufacturer they offer the security, structural integrity, and aesthetic beauty of glass blocks plus higher insulation value, complete protection from ultraviolet fading, and they come in a selection of colors.

Source: *Southam Building Guide*, November 1990.

Insulation Blanket

The patented Blow-in-Blanket system, from Bibco Insulation Canada Ltd. (a division of Near North Insulation Ltd.) combines an adhesive with standard insulation fibres (fiberglass, rockwool, cellulose, fireproofing, and acoustical compounds) to produce a seamless insulation blanket. It is designed to resist settling and drifting, and eliminates voids.

Source: *Southam Building Guide,* November 1990.

Sweetener Update

NutraSweet Co. has received regulatory approval to widen use of its *aspartame* artificial sweetener to include salad dressings, fruit spreads, candies, condiments, table syrups, nut spreads, snack foods, and frostings.

Toronto-based Redpath Industries Ltd. has been given preliminary approval to introduce *sucralose.* It is billed as a new, high intensity sweetener that is made from sugar, tastes like sugar and can be used virtually anywhere sugar can be used. About 600 times sweeter than sugar, it has no calories, has no unpleasant aftertaste, and does not promote tooth decay.

Source: *Food in Canada,* May 1991.

...... In Ideas

Stay-In School Initiative

The federal government will devote $296.4 million over the next 4 years to a project aimed at keeping students in school. Announced in February 1990, the Stay-In-School Initiative has been launched to combat the country's 30 percent high school dropout rate. The government has said if the current rate continues, by the year 2000, the Canadian labor market will have to absorb 1 million under-educated, untrained students.

The government is funding new programs that try to prevent high school students from dropping out. Called the START option, these programs are meant to identify potential dropouts and provide them with information, support, and work experience to persuade them to stay in school. Money is also being used to expand similar programs and services that already exist. This program is administered by Employment and Immigration Canada, under the auspices of the minister of state for youth.

Source: *Perception, Vol. 15,* No.1, Winter 1991.

Canada's North: A Profile

Here are some facts about the north part of our country:

- Although the total number of persons living in Canada's North has been relatively stable in the past 20 years, aboriginal peoples form an increasingly large proportion of the population. This is partly due to their birth rates and to the out-migration of non-aboriginal persons.
- Although the population of the North is much younger than that of Canada as a whole, it is aging somewhat among both the aboriginal and non-aboriginal populations.
- The retention of aboriginal languages is higher in the North than all of Canada, but is low in the Yukon.
- In terms of level of schooling, the disparity among aboriginal and non-aboriginal persons is greater in the North than in Canada as a whole.
- Northern Canadian families are more likely to be husband/wife families than their southern counterparts.
- Aboriginal families tend to be larger than non-aboriginal families, but no differences between Canada's North and South are apparent.
- Housing quality (whether measured by persons per room or by the presence of central heating facilities) in Canada's North is lower on average than the rest of Canada.
- As in all of Canada, aboriginal housing is of lower quality in the North than non-aboriginal housing (although the disparity is greater across northern regions).

Source: *The Coalition Linking the National Volunteer Sector Newsletter, Vol. 9,* No. 3. January, 1991.

Food For Thought — School Food Programs

The Canadian Education Association recently completed a nation-wide survey on school food programs and nutrition policies. Information was solicited from 121 school boards.

The first part of the survey dealt with programs undertaken by the school board, the school, or other agencies to provide for hungry students. Of the 72 school boards that replied, eight said they provided subsidized milk and 11 supplied snacks. Fifteen boards provided free meals to students in need. A handful of other boards provided nearly-free meals, subsidized meals, or informal food and nutrition programs.

The second part of the survey asked about policies concerning the sale of food on school premises and the encouragement of good nutrition through curriculum or special programs. Of the 68 school boards responding to this part:

- 27 (nearly 40%) had no policy.
- 30 (44%) had a nutrition policy that applied to every school in its jurisdiction; of these 30, 12 boards had policies that encouraged good nutrition without actually prohibiting the sale of any specific food. The remaining 18 had policies prohibiting the sale of certain foods.
- 9 (13%) had some nutrition policy, but nothing board-wide.
- 21 said they had a policy on nutrition and fundraising. Of these, 13 (62%) said they made a point of discouraging the sale of chocolate bars but did not actually limit or prohibit their sale.
- 20 said they used the services of a dietitian, nutritionist, or other food professional in their board program.

For more information about Food for Thought, contact the Canadian Education Association, Suite 8-200, 252 Bloor St. West, Toronto, Ontario, M5S 1V5.

Source: *Health Promotion, Vol. 29,* No. 4, Spring 1991.

Vitality/Vitalité

Vitality is a fresh approach to healthier living that combines the ideas of healthy eating, enjoyable physical activity, and a positve self and body image. The three partners in this integrated approach are Health and Welfare Canada, Fitness and Amateur Sport, and PARTICIPACTION.

Vitality promotes Health and Welfare Canada's Guidelines for Healthy Eating and Fitness and Amateur Sport's Active Living model which is currently being refined. Both federal departments are involved in the management and coordination of the overall strategic plan. Though initially messages will be communicated to men and women aged 25 to 44 years who have 9 to 13 years of schooling, program activities and materials will eventually enlist professionals, educators, and other groups to encourage an environment which makes vitality possible for all Canadians.

Source: Press Release, Health and Welfare Canada/Fitness and Amateur Sport, January 11, 1991.

$33 Million Textile College

North Carolina State University in Raleigh, N.C. has an exciting new College of Textiles facility. Industry and academia live side by side, allowing the time it takes an idea to get to the application stage to be much shorter. Perhaps its brightest feature is the Model Manufacturing facility. With all brand new, state-of-the-art machinery and equipment, it may be the only lab in the world to span from fibre extrusion to garment assembly.

Source: *Textile World,* March 1991.

...... In Trends

Spring '92 Fabrics: Lighter and Brighter

Fibre yarn counts, microfibres, lighter weights, tighter weaves, and brighter colors are the Spring '92 forecasts. Sheer, luxurious fabrics, crinkle gauzes, and compact weaves with tight constructions, such as gabardine and poplin, will be prevalent. Better quality fabrics containing two-ply warps, and filament/spun combinations of nylon and rayon yarns will be seen. Fine-gauge men's wear plaids, herringbones, and stripes are fabrics predicted to be seen. Brown will become a new summer basic and cobalt blue will be an important color, especially in combinations with other brights. Colors are expected to not only meet the recession-battered consumers' demand for a lift, but also stimulate buying. Handwork is significant, even when mass produced. Crochet, lace work, and chunky knits are key. In the more "sportive" area, look for netting and mesh as both base and accent.

Source: *Textile World,* March 1991 and *Elan,* March 1991.

Implications of an Aging Society

In forty years, Canada will be very different demographically from what it is today. By the year 2030, for the first time in Canada's history, people aged 65 and over are projected to outnumber dependents under age 15. As well, the proportion of people potentially economically dependent on the population aged 15-64 will reach levels not experienced since the height of the baby boom in the mid-1960s.

An aging society has implications for the costs associated with social programs and for the ability of the working population to finance social expenditure. Overall, social spending can be expected to increase, with elderly people consuming a greater share of the resources because of increased pension expenditure and higher health care costs. Demographic changes will also affect the size of the labor force, and in turn, the capacity to finance social programs.

If the level of social benefits increases as it has in the past, the Organization for Economic Cooperation and Development projects that Canada will be faced with sharp increases in tax burdens during the 2005 to 2040 period. Canadians will most likely have to choose between increasing tax rates and social security contributions or lower levels of social benefits.

Source: *Canadian Social Trends,* Spring 1991.

Future Work

Below are a number of trends that are likely to influence the North American work force in the next 15 years. Their potential effect signals the need for action. Actions can range from merely continuing to monitor the trend to reviewing policies and creating major shifts in business strategy.

- Corporations will adopt new programs to support employees' family responsibility. Though currently focussed on day care, the better integration of home and work life will be seen in such issues as sick children, eldercare, and schooling.
- Work will move to unconventional sites and arrangements. Getting the work done at less cost will be critical. Contingent workers (who work only when needed) and flexible scheduling are predicted. At the same time, emerging computer and networking technologies are enabling work to be done anywhere, at any time, and at any distance from the office.
- The new focus on workers as an asset will make attitudes and values more central. Pressed by demands for an adequate return on investment in the work force, managers are becoming increasingly concerned about factors shaping their employees behavior. More is being invested in training. Expectations of the individual's productivity, skills, and capacity for responsibility are greater. As a result, researchers are prodding workers and their families about their values and attitudes toward work, their bosses, and the workplace to help assess employee loyalty and productivity.
- Businesses will be increasingly committed to improving performance through innovation in rewards. All sizes of firms are exploring innovations in monetary dollar-equivalent and symbolic rewards — such as sabbaticals, mental health benefits, and goodwill gestures such as a special concert or other entertaining events for their employees. Tradeoffs between rewards and compensation, benefits, amenities, and perks will be common.

Source: *The Futurist,* May-June 1991.

Value-Added Products: A Noteworthy Niche

In the food industry, value-added products are defined as foods which have undergone a physical or chemical change resulting in a product with added value. This definition includes the addition of attractive packaging, improved functional properties, more convenience, and new uses for products.

Between 1985 and the year 2000, the consumption of fresh and chilled foods is expected to increase by 100%, and frozen foods by 25%. The use of canned foods, however, will likely decline by 25%. Technologies destined to have a major impact include: modified atmosphere packaging, aseptic processing, microwave heating, irradiation, and biotechnology. Rapidly expanding technology and market shifts have led to an ever-increasing race for new products. Products do not have to be new to have customer appeal — many are scoring points through the addition of value.

Consumers will want more unique, fresh, high-quality products that are easy to prepare, ready-to-serve, or microwavable, and that are adaptable to today's and tomorrow's fast-paced lifestyles. Many new products will need to respond to offshore influences such as the European and Far Eastern emphasis on quality, smaller portions, presentation, and freshness.

Innovation will grow out of pressure and challenge. According to Gorman's Product News, 9192 new foods were introduced to American consumers in 1989, up from 8183 in 1988, and 7866 in 1987. But while the pace of innovations will accelerate in the next few years, it should be remembered that shoppers can only consume so much food. New products will have to replace old ones, either temporarily or permanently.

Source: *Visions,* Agriculture Canada, Vol. 2, No. 3, 1991.

Leading Edge Grocery Shelf Price Tags

In times when meeting or beating competitors' advertised prices will become an even more important way of life for grocery store owners, electronic grocery shelf price tags will play an increasingly important role. Coined as the "next wave in grocery marketing", these shelf tags when depressed, will light up with the price for that product. It operates using radio waves which are transmitted from a central microcomputer to the wireless liquid crystal display modules on the grocery store shelves. A very short reaction time is needed by store managers to keep the competitive price edge. As well, it also allows the possibility of taking advantage of a traditionally slow day like Tuesday and electronically lowering prices that would be of interest to seniors that day to increase the store's profit. To date, Loblaws Supermarkets Ltd. has this system in three Ontario stores; by year end, rumor has it that seven more Ontario stores will be equipped.

Down the line are even smarter shelves that would not merely send information to the customer, but elicit information from him or her. Hidden sensors, for example, make it possible to know when a customer passes over a particular shelf or item, giving the storekeeper yet more usable or salable data.

Source: *The Financial Post Magazine,* June 1991

GPMC

Beverly Musten

George Fleischmann, President of the Grocery Products Manufacturers of Canada (GPMC), is pleased to announce the appointment of Beverly Musten as Vice President, Technical.

Ms. Musten, a former lecturer at the University of Toronto, has extensive experience in the technical field and will be responsible for all association programs related to the quality, safety and labelling of grocery products. She has a BSc in Home Economics from the University of North Carolina and a MSc in Nutrition from the University of Toronto.

GPMC is the national association of 145 companies engaged in the manufacturing and marketing of nationally branded products generally available through retail and food service outlets. The industry accounts for almost 10% of Canada's Gross Domestic Product.

Book Reviews

If you are interested in reviewing a book, please contact the Book Review Editor, stating your area of interest. A complimentary book which may be kept will be sent to you for review.

Book Review Editor
Linda West
410 Stafford Dr. North
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Families of the World — Volume I (The Americas and the Caribbean) by Hélène Tremblay. (1988). Camden East, ON: Old Bridge Press, 289 pages; Available from CHEA National Office for $20.00 or from most bookstores (local prices may be higher).

Families of the World — Volume II (East Asia, Southeast Asia, and the Pacific) by Hélène Tremblay. (1990). Camden East, ON: Old Bridge Press, 283 pages; Available from CHEA National Office for $20.00 or from most bookstores (local prices may be higher).

The Americas and the Caribbean Activity Sheets by Lynn Sim. (1989). 95 pages. Available on request from Youth Editions Group, Canadian International Development Agency, P.O. Box 1310, Postal Station B, Hull, Quebec, J8X 9Z9.

The first two volumes of Hélène Tremblay's self-described "vision that will most likely take a lifetime... of meeting the people of the world face-to-face" offer home economics teachers a rare opportunity to teach about global families. The lives of eighty-six families are profiled through 24-hour time-logs which describe their individual social, economic, and environmental conditions. Photographs show family homes and relationships and ages of the household residents. Population demographics, a brief national history, and family statistics for the country are provided, including social indicators, health, housing, education, economic activity, and communications. A map of each country shows where the family lives in relation to the major population centres.

Tremblay's information was obtained through three-day composite visits with each family. Families were selected who represented the statistical average of each country, with two or three families for more diverse nations such as Brazil, Indonesia, and the United States. Family contacts were established through UNICEF and the United Nations Development Programme. The author's stated motive was to share the common experience of families all over the world as a "powerful force for international understanding" (Tremblay, 1990, p. xi).

How successful is the result? Tremblay has included not only the poor and downtrodden, but also the politically aware, and wealthy. She interviewed the royal family of Bali, a single mother in Nicaragua who lost a 15-year old son to the revolution, and a nomadic Mongolian family who move their tents and one thousand sheep at least twenty times each year. Throughout the books, veracity is achieved to such an extent that anyone reading the story of their country should be able to say "Yes, that's how it could be". Further volumes are planned for Europe and Africa.

Both volumes of *Families of the World* are useful in several ways. The information can be easily adapted to ages 11-14 by using the time-logs to present case studies, and having students discover how each family is different from or similar to their own and other families. Senior students can analyze relationships between daily lives, health statistics, economics, and literacy rates. New Canadians or first-generation immigrants may have the chance to discuss the lives they left behind. As well, the books are useful for teachers to expand their own knowledge about families and family systems.

The Americas and the Caribbean Activity Sheets (1989) by Lynn Sim is worth obtaining for Tremblay's foreword in which she relates stories behind the stories of the families interviewed for the first volume and suggests that the reader "look at the eyes of the people in the pictures" to gain empathic understanding. The activities developed by Sim are more like idea sketches and require considerable fleshing out to be classroom-ready. Interested persons should refer to the CIDA publication *Under the Same Sun*, free from the Youth Edition Group, which has had two-page spreads about several of Tremblay's families. These are suitable for bulletin board displays or as exemplars for students to make their own summaries.

"If ever you experience warmth and understanding for the families in this book, despite their differences from you", writes Tremblay, "I would feel that I had brought you more than a book, more than information; the adventure would also be yours" (Tremblay, 1990, p. xiv). Home economics teachers using the books will be able to make *Families the World* more than adventures by using them as credible starting points for the introduction of global issues.

Reviewed by:
Mary Leah De Zwart
Vancouver, British Columbia

The Frugal Mind: 1,479 Money Saving Tips for Surviving the 1900s by Charlotte Gorman. (1990). Denton, TX: Nottingham Books, 322 pages; Soft Cover, $16.95 (U.S.). [Available from Nottingham Books, P.O. Box 2454, Denton, TX 76202; add $2.95 (U.S.) for shipping.]

Based on the premise that frugality is an attitude which must be developed, the author has written *The Frugal Mind* to "help you save hundreds to thousands of dollars. . . . whether you are 18 or 80". She has pulled together, in one place, a collection of money-saving tips.

The book consists of 18 chapters, with each chapter featuring a specific item such as automobiles, clothing, energy, food, funerals, and housing. Each chapter begins with a brief introduction, continues with numbered tips, and concludes with "end-notes" indicating a few information sources. A detailed table of contents and an index are included.

Many of the tips suggested have to be evaluated carefully using a basic decision-making process: for example, to save on transportation costs do not own a car; to save on clothing expenditures shop at garage sales; and to save on energy consumption wear a hat inside the house during winter months. Some of the tips would require further investigation before implementing. One chapter included "Sources for Additional Information"; such a feature in each chapter would add significantly to the book. There is some redundancy in the tips as essentially the same tip is given in several chapters. Many of the suggestions could be utilized for environmental purposes and possibly have more appeal for that reason.

This book is successful only to the extent that it has brought together a list of money-saving ideas on a variety of topics. However, its use is questionable due to the superficial nature of the tips and the level of commitment required to implement many of them.

Reviewed by:
Barbara Baczynsky, PHEc
Free Lance Home Economist
Winnipeg

Cross-cultural Caring — A Handbook for Health Professionals in Western Canada edited by Nancy Waxler-Morrison, Joan Anderson, and Elizabeth Richardson. (1990, Reprinted 1991). Vancouver; University of British Columbia Press, 272 pages; $19.95.

A professor of nursing, an associate professor of social work, and social work practitioner have assembled contributions from 15 members of immigrant communities and health professionals in order to provide guidelines for better health care for newcomers to Canada. Most of the contributions come from British Columbia and represent the following cultural minorities: Cambodians and Laotians, Central Americans, Chinese, Iranians, Japanese, South Asians, Vietnamese, and West Indians.

The editors point out that both the cultural groups and the Western-trained health professionals have their own ways of understanding and treating illness. Often the professional's culture of medicine clashes with that of the immigrant cultural group. The results are ineffective and unsatisfactory to both. The book's approach is new, in providing a brief history and reason for migration of each immigrant group, a basic introduction to their social background, cultural characteristics, values, and practices. The authors appropriately show that culture and ethnicity are not the only factors which influence attitudes towards issues such as child birth, mental illness, dental care, hospitalization, death, and health care practices. Problems such as loss of family ties, familiar language and community support, and downward socio-economic mobility are described as common, recurrent, and interactive experiences which affect people's lives.

Of special interest are the issues related to gender and family life, acknowledged by the authors as central to understanding health problems and the delivery of health care services. Language barriers and influences of the extended family are reported to be issues of particular concern to women.

The book provides valuable information and insights about the social context of new immigrant groups and their problems in adjusting to life in Canada, but it is not a book which provides substantive suggestions for improving practice. The concluding chapter summarizes the need for delivering culturally sensitive health care and for accommodating the patient's viewpoint but only five pages of text are devoted to guidelines for clinical practice. In that final section, the editors point out the need to recognize one's own ethnicity, social background, and personal values as a first step in learning to work more effectively with immigrants. The book's importance rests in its efforts to sensitize health professionals about cross-cultural caring. Greater awareness of social context and immigrants' needs is important, and is a beginning step for all human service professionals who care about finding better ways of working with ethnic populations in Canada. Members of the home economics profession are among those who could find this book valuable.

Reviewed by:
Lila E. Enberg, PhD. PHEc
Home Economics Consultant,
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Guelph, Ontario

Textiles and Apparel in the International Economy by Kitty G. Dickerson. (1991). New York: Macmillan Publishing Company, 546 pages; $35.25 (U.S. dollars).

The book, *Textiles and Apparel in the International Economy*, provides a comprehensive source of information on the global textile and apparel industries. While the reader is encouraged to develop a global perspective, special attention is given to the U.S. industries within the context of the international economy. The author has attempted to present various perspectives without drawing conclusions.

The author sets the stage by introducing the reader to the concept of global interdependence and providing an overview of the history, global environmental factors, and theory affecting textile and apparel industries. The reader is also presented with an overview of the global textile complex including trade patterns and trade policies. A large section of the book deals with the U.S. textile complex in the international economy. The conflicting interests within the textile and apparel industries including policy-making and resolution of trade issues are dealt with but primarily as they pertain to the United States. A brief section at the end of the book deals with the outlook for the international textile and apparel industries.

The book would make an excellent text or reference book for those wanting extensive and up-to-date information on international textile and apparel industries. The chapters are intended to be meaningful if read alone; some points are discussed in more than one section of the book to illustrate or clarify specific points. As an aid to the reader, the author incorporates a summary, glossary of terms, and list of suggested readings at the end of each chapter. To help the reader understand key terms and concepts, the book is illustrated with useful tables, pictures, and graphs including comparative information on many topics.

The book is intended for use by students, policymakers, individuals involved in the softgoods industry, and others with an interest in international textile and apparel industries. Canadian teachers, policymakers, and people in industry would need to supplement some of the material to view the Canadian market in a global perspective.

Reviewed by:
Mary Elias, MSc
Program Coordinator
Continuing Education Division
The University of Manitoba
Winnipeg, Manitoba

The New Internationalist Food Book by Troth Wells. (1990). Toronto, ON: Second Story Press, 184 pages; $19.95.

This book, produced by the *New Internationalist* magazine is, as the title implies, more than just a cookbook.

An introduction relates food and eating to the richness and diversity of the global community. The 250 recipes include foods from Africa, Asia, the Caribbean, and Latin America, as well as, the Middle East. The book is set up as a standard recipe book with appetizers, main courses, vegetables, and desserts. At first, it was disconcerting to have a Peruvian potato dish next to a Mexican bean salad. However, there is an index included which cross references each recipe by region and course. Another index cross references recipes by ingredient.

Information is given about the ingredient or the region before each recipe. For instance, "pone, meaning bread made from maize/corn, comes from the North American Algonquin Indian language. Corn pones are part of American cooking and variations turn up in the Caribbean, often with the addition of coconut". Each staple food such as rice, potatoes, millet, and wheat is covered in a page of information including history, present use, main producers, and world production. Unusual ingredients such as ghee and fenugreek are explained in a glossary.

The afterward, entitled "A History of Food" is a simplistic but interesting overview of the problems of world hunger. Regardless, the book is enjoyable and interesting to read with the emphasis on a "balanced" diet, and a fair sharing of resources both individually and internationally.

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Textile Arts: Multicultural Traditions by M. Singer and M. Spyrou. (1990). Radnor, PA: Chilton Book Company, 128 pages; Paperback $16.95 (U.S.).

This book offers a unique method of introducing several applied textile art techniques. Techniques such as embroidery, tie and dye, batik, and appliqueing are covered. Other techniques such as ruching, pin-tucking, frills, loops, and other unusual decorative techniques are briefly covered. A multicultural approach is used, to follow the development of each textile art from its conception to present day trends.

Present trends are extensively covered, providing information on required supplies and equipment, step-by-step instructions for each technique, alternative methods, and suggested projects in each area. Instructions for some unusual techniques, such as Mola work, mirror work, and tritik are also included.

This book is well-illustrated, using color plates, black and white photographs, and line drawings to illustrate designs, techniques, or suggested projects. The color plates of historical and traditional pieces of the different textile arts, help illustrate how intricate and detailed early techniques were. The numerous black and white photographs and line drawings are used to illustrate techniques, and suggested patterns for projects. This book is a useful resource for those who teach introductory classes in art, textile arts, and crafts as it is easy-to-read with easy-to-follow instructions. Students at various levels of education, from high school to university students, would also find this book a useful resource. This book would also be useful to those individuals who enjoy participating and learning new arts and craft techniques.

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IFHE ... In Focus

Regards Sur La FIEF

CHEA and the International Year of the Family 1994

L'ACEF et l'année internationale de la famille 1994

Margaret E. Arcus

The International Federation for Home Economics (IFHE) was founded in Friburg, Switzerland, in 1908, and is the only organization concerned with the promotion and development of home economics at the

Seul organisme voué à la promotion et au développement de l'économie familiale à l'échelon international, la Fédération internationale pour l'économie familiale (FIEF) a été fondée à Fribourg (Suisse) en 1908. Les deux

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Margaret E. Arcus, is Vice-President, Region of the Americas, International Federation for Home Economics. She is Professor of Family Science and Home Economics in the School of Family and Nutritional Sciences, University of British Columbia.

Note: In order to help explain and promote the activities and issues of the International Federation for Home Economics and to encourage Canadian support and participation. IFHE In Focus will be an ongoing feature in the *Canadian Home Economics Journal*. For further information about IFHE, please contact National Office.

Margaret E. Arcus, est vice-présidente de la Région des Amériques de la Fédération internationale pour l'économie familiale. Elle est professeur de sciences familiales et d'économie familiale à la Faculté des sciences familiales et de la nutrition de l'Université de la Colombie-Britannique.

Nota: Afin de promouvoir les activités et les objectifs de la Fédération internationale pour l'économie familiale et d'inciter les Canadiens à participer à ses travaux, *Regards sur la FIEF* sera désormais une section permanente de la *Revue canadienne d'économie familiale.* Pour tous renseignements sur la FIEF, veuillez vous adresser au Bureau national.

International Year of the Family **1994** **Année Internationale de la Famille**

Design reflects the family at heart of society

Le logo symbolise une famille au sein de la société

Le Logo, créé par Catherine LITTASY-ROLLIER, artiste suisse de renom vivant à VIENNE, servira à sensibiliser l'opinion publique sur les buts et les enjeux de l'Année

The design, created by Catherine LITTASY-ROLLIER, a well known Swiss artist residing in VIENNA, will be used in promoting public awareness of the goals and purposes of the Year international level. The two major goals for the Federation, identified in its 1986 Mission Statement, are 1) to act as advocates for families, and 2) to strengthen, promote, sustain, and develop the profession of Home Economics. Through various activities (international congresses, regional seminars and conferences, publications, special projects), the Federation brings together institutions, organizations, associations, and individuals in order to further the profession of home eoononics as it helps to meet the needs of individuals and families throughout the world. As well, in its capacity as a non-governmental organization (NGO), the IFHE maintains important links with the United Nations and contributes to the achievement of the educational, scientific, cultural, social, and humanitarian objectives of the UN. IFHE has category II consultative status at the United Nations Economics and Social Council (ECOSOC), category A status at UNESCO, and maintains working relationships with other international organizations such as FAD, WHO, and UNICEF. IFHE is also recognized by the Council of Europe. At the present time, there are 236 professional associations and educational institutions which are members of the Federation (and which are represented on the IFHE Council) as well as 2500 individual members from the five major regions of the world. The Federation operates in four official lauguages (English, French, German, Spanish) and has its headquarters in Paris, France.

This article introduces a new section in the *Canadian Home Economics Journal* which will focus on issues and concerns of the International Federation for Home Economics. Since the Canadian Home Economics Association and the provincial Home Economics Associations are all constituent members of the IFHF, it is hoped that greater awareness of the programs and activities of the IFHF will not only promote interest in the Federation and its concerns but will also further professional and scholarly connections within the international home econonics community and thus support and sustain families throughout the world. It should be noted that this section is not intended to replace the international information provided by the International Development newsletter, but to supplement that information by extending our international focus to topics in addition to those of international development.

The International Year of the Family

It is appropriate in the first article for this new section to highlight the forthcoming International Year of the Family (IYF). This Year, to be observed in 1994, was proclaimed unanimously by the United Nations General Assembly in December, 1989, in its Resolution 44/82. The theme which has been selected for this Year is "Family Resources and Responsibilities in a Changing World," a theme with considerable relevance to home econmics. The Secretariat for IYF has been established in the Centre for Social Development and Humanitarian Affairs in the United Nations Office in Vienna, with Henryk J. Sokalski, Director of the Social Development Division, as its Coordinator. The Secretariat is currently in the process of developing a draft programme of action for the Year, a complex task requiring a wide range of consultations with concerned intergovernmental bodies, national governments, United Nations agencies and bodies, and non-governmental organizations. It is expected that this draft programme will be submitted to the United Nations General Assembly for consideration at its forty-sixth session.

The general objectives which have been established for the International Year of the Family are 1) to increase

grands volets de son mandat de 1986 sont 1) Défendre les familles; 2) Renforcer, promouvoir, soutenir et développer la profession. Grâce à des activités comme les congrès internationaux, les colloques et congrès régionaux, les publications et les projets spéciaux, la FIEF réunit des établissements d'enseignement, des organismes, des associations et des particuliers pour faire avancer la profession, dont la vocation est de répondre aux besoins des personnes et des familles du monde entier. Étant une organisation non gouvernementale (ONG), la FIEF a des liens étroits avec les Nations Unies et contribue à ses objectifs dans les domaines éducatif, scientifique, culturel, social et humanitaire. Elle a le statut d'organisme consultatif de catégorie II au Conseil économique et social des Nations Unies (ECOSOC), celui de catégorie A à l'UNESCO, et est en relation avec d'autres organisations internationales telle la FAO, l'OMS et l'UNICEF. La FIEF est aussi reconnue par le Conseil de l'Europe. Elle compte aujourd'hui 236 associations professionnelles et établissements d'enseignements membres (représentés au Conseil de la FIEF) et 2 500 membres individuels des cinq grandes régions du monde. Elle travaille dans quatre langues officielles (anglais, français, allemand, espagnol) et son siège est à Paris (France).

Ce premier article de la nouvelle section de la Revue présentera les problèmes et les questions qui intéressent la Fédération internationale pour l'économie familiale. Comme l'Association canadienne d'économie familiale et ses homologues provinciales sont toutes membres de la FIEF, la rédaction espère que cela permettra aux membres de s'intéresser davantage à la FIEF et de nouer des relations professionnelles et universitaires dans les milieux internationaux, pour aider les familles du monde entier. Cette section ne fera pas double emploi avec le Bulletin consacré au développement international, mais le complétera en ajoutant, dans son volet international, d'autres thèmes sur ce thème.

L'Année internationale de la famille

L'annonce de cette année est tout indiquée pour notre premier article. 1994 a été proclamée à l'unanimité en décembre 1989 « Année internationale de la famille » (AIF) par la résolution 44/82 de l'Assemblée générale des Nations Unies. « La Famille, ressources et responsabilités dans un monde en changement », thème choisi pour cet événement, intéresse vivement l'économie familiale. Le siège du Secrétariat de l'AIF se trouve au Centre pour le développement social et les affaires humanitaires, au Bureau des Nations Unies de Vienne. Le directeur de la Division du développement social en est le coordonnateur. Le Secrétariat prépare un programme d'action provisoire, tâche complexe qui exige de vastes consultations avec des organismes intergouvernementaux, les gouvernements nationaux, les agences et organismes des Nations Unies ainsi que des organisations non gouvernementales. Le programme provisoire devrait être soumis pour examen à la quarante-sixième session de l'Assemblée générale.

Voici quels sont les objectifs généraux de l'AIF: 1) Sensibiliser les gouvernements et le secteur privé aux questions familiales; 2) Renforcer les institutions nationales qui formulent, mettent en place et suivent les politiques relatives aux familles; 3) Encourager les initiatives liées aux problèmes qui se posent ou qui sont attribuables aux familles et aux foyers; 4) Contribuer à l'efficacité des

awareness concerning family issues in governments as well as in the private sector, 2) to strengthen national institutions as they formulate, implement, and monitor policies with respect to families, 3) to stimulate efforts to address problems affecting and affected by families and households, 4) to enhance the effectiveness of local and national efforts in carrying out specific programs concerning families, both by generating new activities and strengthening existing ones, and 5) to improve collaboration among national and international non-governmental organizations and to support the development of multi-sectoral activities (NGO Committee on the Family Profile, no date).

In meeting these objectives, the General Assembly of the United Nations has decided that the major activities of the Year should be concentrated at the local, regional, and national levels, with the United Nations acting as catalyst, facilitator, and coordinator. They have specifically stated that the activities planned at these levels be activities which involve or directly impact on families. They do not wish to have major 'conferences of experts' as the focus for the Year. In light of this decision, NGOs such as the International Federation for Home Economics (and its constituent member associations such as the Canadian and provincial Home Economics Associations), carry an important responsibility and play a crucial role in preparing for and inplementing activities for the Year.

IFHE and the International Year of the Family

The designation of 1994 as the International Year of the Family is of special interest to the International Federation for Home Economics, as the IFHE was one of the first NGOs to pass a Resolution (at the 1982 IFHE Council Meetings in Strasbourg) asking the United Nations to consider such a Year. Since then, the IFHE has been working with other NGOs and through IFHE representatives to UNICEF, UNESCO, WHO, FAO, and ECOSOC to develop the idea of a family year and to promote United Nations interest in families. IFHE has been represented on two working committees of NGOs, one in New York and one in Vienna.

The International Year of the Family is also of interest to IFHE since the objectives of the IYF are consistent with the Mission of the Federation to act as advocates for families. As stated in a recent letter to IFHE members organizations from IFHE President Doris Badir

> It is essential that organizations and governments when they are creating policies which will impact upon people's lives, are aware of the implications of their decisions for families. It is essential that the needs of families be brought to the attention of decision-makers so that senseless policies, damaging to family welfare, are not introduced. *Home Economics and home economists have a role to play in advising and consulting with policy makers as advocates for family wellbeing* (emphasis added). (Badir, 1990)

This International Year thus provides both an opportunity and a challenge to home economists to demonstrate our commitment to our Mission and to feed into the policy-making process the thinking and the expertise of home economists who work at the grass-roots level and who can provide important people-centered information from that perspective.

A Policy Statement for the International Year of the Family has been developed by the International Federation for Home Economics (IFHE, 1991) In this Statement, members of IFHF are encouraged to act both *as practitioners,*

initiatives locales et nationales pour la mise en oeuvre des programmes qui concernent les familles, en créant de nouvelles mesures et en renforçant celles qui existent déjà; 5) Resserrer la collaboration entre les organisations non gouvernementales nationales et internationales et favoriser les activités multisectorielles (Comité des ONG sur le profil des familles, non daté).

À l'Assemblée générale des Nations Unies, les membres ont décidé que, pour atteindre ces objectifs, les principales démarches de l'Année devraient être faites surtout aux échelons local, régional et national, l'ONU ne jouant qu'un rôle de catalyseur, d'animateur et de coordinateur. Les activités planifiées à ces échelons doivent toucher directement les familles. Les membres y tiennent beaucoup et ne veulent en aucun cas de grandes « conférences d'experts ». Des ONG comme la Fédération internationale pour l'économie familiale (et ses associations membres comme l'Association canadienne d'économie familiale et ses homologues provinciales) sont donc en première ligne et doivent jouer un rôle clé dans la préparation et la mise en place des activités de l'Année.

Rôle de la FIEF

La désignation de 1994 comme Année internationale de la famille intéresse particulièrement la Fédération, qui a été l'une des premières ONG à adopter une résolution (aux réunions 1982 de son Conseil, à Strasbourg) afin que les Nations Unies fassent une telle proclamation. La FIEF collabore depuis avec d'autres ONG et l'UNICEF, l'UNESCO, l'OMS, la FAO et l'ECOSOC, par le biais de ses représentantes, pour promouvoir l'idée et inciter l'ONU à se soucier des familles. La FIEF a été représentée à deux comités de travail des ONG, l'un à New York, l'autre à Vienne.

Cette année internationale touche d'autant la FIEF que les objectifs fixés cadrent bien avec son mandat qui est, rappelons- le, de défendre les familles. Voici l'extrait d'une lettre qu'a récemment envoyée aux organismes membres la présidente de la Fédération, M^me^ Doris Badir:

> Il est primordial que les organismes et les gouvernements qui font des politiques ayant des répercussions sur la vie de la population se rendent compte des conséquences de leurs décisions sur les familles. Il faut faire connaître aux dirigeants les besoins des familles pour éviter qu'ils n'adoptent des mesures inutiles, contraires au bien-être des familles. *Les économistes familiales et la profession, comme défenseurs de la famille, ont un rôle à jouer pour conseiller et informer les politiciens* (nous avons souligné), (Badir 1990).

L'Année internationale de la famille donnera aux économistes familiales une occasion unique et stimulante de témoigner de leur engagement en faveur du mandat de la FIEF. Grâce à l'AIF, les économistes familiales qui travaillent auprès des populations, et qui peuvent donc donner des renseignements précieux, participeront à l'élaboration des politiques en faisant partager leurs idées et leurs compétences.

La Fédération a publié un énoncé de principes sur l'Année internationale de la famille (FIEF, 1991), dans lequel les membres sont invités à agir, comme *praticiennes* en aidant directement les familles à acquérir et à gérer leurs ressources (psychologiques et matérielles) afin que les familles comblent leurs besoins fondamentaux et bénéficient d'une

to work directly with families to assist them in acquiring and managing their resources (both emotional and material) so that the basic necessities for the quality of life are attained, and *as advocates for families*, to encourage policy (in cooperation with other NGOs) which will support and enhance the quality of lives of individuals in households and families. In her letter to member organizations, President Badir (1990) challenged all affiliated home economics organizations around the world to develop projects and activities during IYF which will use our special skills and knowledge to act as advocates for families within our countries and regions and to assist families in developing and using their resources to enhance everyday living. In meeting this challenge, home economists will not only provide support for families but will also demonstrate the contributions which home economics makes to the well-being of the world's families.

Canadian Home Economists and the International Year of the Family

If the Canadian Home Fconomics Association and its affiliated provincial associations and the individual home economists across Canada are to take this opportunity and meet the challenge of the International Year of the Family, it is important to begin *now* to plan for 1994. Three phases have been identified for the IYF: preliminary preparation and the selection of issues during 1991; specific planning and preparation for activities and actions during 1992 and 1993; and the implementation of these actions and activities during the IYF itself in 1994 (Muir, 1991). These phases thus set the agenda for action and activity by Canadian home economists.

The first task of course is to determine the priority issues for home economics activities and actions during 1994. Given the theme of this International Year, the difficulty for Canadian home economists will not be in finding an issue to emphasize, but in determining which of the issues of relevance to home economics will be addressed! Will the emphasis be placed on vulnerable families (single-parent female-headed households, immigrant families, indigenous peoples, minority families) or on families with special needs (those with members who are aged, ill, or handicapped)? Will attention be focussed on the perennial everyday living needs of all families (resource management, the enhancement of relationships, support for child care, and elder care) or on the needs of some families (abuse and violence in the family, unemployment, alcohol, or drug abuse)? In selecting priority issues for action, consideration will also need to be given to whether all home economists across Canada are to focus on issues which have national relevance, or whether emphasis will be placed on those issues which have local and provincial priority. Ideally, home economics action during the International Year of the Family would take place at all of these levels so that our professional input and influence is felt as widely as possible.

Once the priority issues have been selected, decisions must be made about the *kinds* of actions and activities which will be developed to address the priority issues. What new or expanded educational programs for families might be developed on these issues? In what ways will we become involved in the policy-making process and how will we work with others who are involved in this same process? What research needs to be undertaken, and how will the results of such research best be communicated to those who might use it? How might we work with the media in order to size the significance of families as primary social living units as well as the contributions made by home economics in

certaine qualité de vie. Les membres doivent également être des *défenseurs*, et favoriser (avec les autres ONG) une politique d'amélioration de la qualité de vie des individus et des familles. Dans sa lettre, M^{me} Badir (1990) a incité les associations affiliées du monde entier à organiser, dans le cadre de l'AIF, des projets et des activités fondés sur les compétences et les connaissances spécialisées de la profession au profit des familles du pays et des régions. Elle a aussi demandé de les aider à développer et à utiliser leurs ressources pour qu'elles améliorent leur quotidien. Les économistes familiales feront ainsi d'une pierre deux coups: elles aideront les familles du monde tout en montrant la contribution de la profession.

Rôle des économistes familiales canadiennes

Si l'Association canadienne d'économie familiale, ses homologues provinciales affiliées et les nombreuses économistes familiales individuelles du pays veulent profiter de cette occasion pour relever le défi, il faut commencer à planifier *dès maintenant* pour 1994. Cette démarche se fera en trois étapes: premiers préparatifs et choix des questions en 1991; planification concrète et préparation des activités et des initiatives en 1992 et 1993; mise en oeuvre pendant l'AIF, en 1994 (Muir, 1991). Ces étapes orientent le programme d'action des économistes familiales canadiennes.

La première tâche consiste, bien sûr, à cerner les questions prioritaires autour desquelles s'articuleront les activités et les initiatives de l'année 1994. Étant donné le thème proposé, la difficulté ne sera pas tant de chercher des thèmes que de sélectionner, parmi de nombreux sujets intéressants pour l'économie familiale, ceux qui seront retenus. Insistera-t-on sur les familles vulnérables (familles monoparentales dont le chef est une femme, familles d'immigrants, peuples autochtones, familles des minorités) ou sur les familles ayant des besoins spéciaux (avec une personnes âgée, malade ou handicapée à charge)? Visera-t-on les besoins quotidiens permanents (gestion des ressources, relations familiales, appui pour la garde des enfants et soin des personnes âgées) ou les besoins de certaines familles (mauvais traitements et violence, chômage, alcoolisme, toxicomanie)? Il faudra aussi décider, dans le choix des priorités, si toutes les économistes familiales canadiennes devront s'occuper de questions d'intérêt national, ou insister sur des priorités locales et provinciales. Dans l'idéal, il faudrait agir à *tous* les échelons, pour que notre rayonnement et notre influence se fassent sentir le plus largement possible.

Une fois les priorités établies, il faut décider du *type* d'action et d'activités correspondantes. Quels programmes pédagogiques nouveaux ou enrichis pour les familles pourrons-nous préparer sur ces questions? Comment interviendrons-nous dans l'élaboration des politiques? Comment collaborerons-nous avec les autres participants à ce processus? Quelles recherches faut-il faire? Comment communiquerons-nous les résultats à d'éventuels utilisateurs? Comment ferons-nous appel aux médias pour faire ressortir l'importance de la famille comme cellule de base de la société et montrer la contribution de l'économie familiale à la satisfaction des besoins quotidiens des familles? Compte tenu du mandat de la FIEF, il est important que les Canadiennes dressent un plan d'action qui témoigne de leur compétence comme praticiennes et défenseurs des familles. Sachant que les Nations Unies ont demandé que les activités de l'Année internationale vise les familles ou leur profitent

helping families to meet their everyday living needs? Given the Mission of IFHE, it would seem important that Canadian home economists develop a plan of action for 1994 which will demonstrate our expertise both as practitioners and as advocates for families. Since the United Nations has requested that the activities developed for the International Year of the Family involve families or benefit them directly (Badir, 1990), home economics groups at all levels will need to involve families in all phases of the planning.

Recently, Anne Muir, IFHE Executive Committee Member from the United Kingdom, attended an IYF seminar sponsored by the Vienna NGO Committee on the Family. In her report (Muir, 1991), she identified two issues which home economists must keep in mind in planning for 1994. The first has to do with the focus on families and was raised by Mrs. Aida Gindy of Egypt, former Director of UNICEF in Geneva:

> The aspiration of IYF is that roles and responsibilities will be seen *in terms of family* (emhasis added) and there is concern that stratificaticn of the family in terms of international years concentrating on children or on the elderly may have damaged the family unit. The themes of past conventions have been focussed on individuals not families. . . (Muir, 1991, p. 3).

The second issue concerns women and families.

> A potential area of conflict in the promotion of an International Year of the Family concerns the role of women. There seems to be a view amongst some groups that, in order to stabilize the family, women should remain in the home to take care of family members. It was assumed by some that the International Federation for Home Economists (sic) would promote such a view (Muir, 1991, p. 10).

In planning activities for 1994, therefore, it is essential that Canadian home economists keep these issues in mind, and that they develop activities which are *family* rather than individually oriented, and that they ensure that "all plans, programmes and activities relative to the family are in accordance with the concept of equality between women and men" (NGO Committee on the Family-Vienna, 1991, p. 5).

Because the International Year of the Family will focus attention on families as living units, it has the potential to make an important difference in the lives of families around the world. This potential will only be realized, however, if we take actions, both individually and as a body of professionals, to work with families as they deal with their "Family Resources and Responsibilities in a Changing World". How well will Canadian home economists respond to the challenge of the International Year of the Family? ☐

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directement (Badir, 1990), tous les groupes d'économie familiale devront faire participer les familles à tous les stades de la planification.

M^{me} Anne Muir, membre britannique du Comité de direction de la FIEF, a récemment participé à un colloque AIF organisé par le Comité des ONG de Vienne sur la famille. Dans son rapport (Muir, 1991), elle a mentionné deux points dont il faut tenir compte dans la planification de 1994. L'un, qui concerne la famille, a été exposé par l'ancienne directrice de l'UNICEF à Genève, M^{me} Aïda Gindy (Égypte):

> L'objectif visé est de situer les rôles et les responsabilités *par rapport à la famille* (nous avons souligné) et l'on craint que le découpage de la famille par des années internationales (de l'enfance ou des personnes âgées) n'ait fait du tort à la notion de cellule familiale. Les derniers congrès n'ont pas porté sur la famille, mais sur les particuliers. . . (Muir, p. 3).

Le deuxième point concerne les femmes.

> Une controverse peut s'engager sur le rôle des femmes dans la promotion de l'Année internationale de la famille. Certains groupes estiment que, pour stabiliser les familles, les femmes devraient rester au foyer et s'occuper de la maisonnée. Certains participants ont cru que la Fédération internationale pour les économistes familiales (sic) adopteraient ce point de vue (Muir, 1991, p. 10).

En planifiant, les Canadiennes doivent donc penser à ces éléments, privilégier *la famille,* et veiller à ce que « tous les projets, programmes et activités ayant trait à la famille respectent le principe de l'égalité entre les sexes. » (Comité des ONG sur la famille — Vienne, 1991, p. 5).

La famille, cellule de base, sera en vedette pendant cette année internationale, et cela pourrait transformer la vie des familles dans le monde entier. Mais cela n'arrivera que si nous agissons, individuellement et collectivement, comme professionnelles, pour travailler avec les familles qui s'occupent des « Ressources et responsabilités dans un monde en changement ». Les économistes familiales canadiennes sauront-elles relever le défi de l'Année internationale de la famille? ☐

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Betty Stafford Smith

On the Job

Profile of Betty Stafford Smith
A Professional Home Economist and Financial Planner

The current advice for career planning is to expect to change direction several times in your lifetime. In the past, women have been more likely to follow this eclectic career path than men, and I am an example of the generation who rode the liberation wave and meet the criteria both of "the wife and mother at home" and the "career" woman. My objective in this profile is to consider the flexibility of a home economics academic background, the advantages and disadvantages of career changes, and most importantly to draw attention to a burgeoning new profession which may interest home economists as some of our other doors close in a changing society and economy.

I came to home economics in the academic and professional sense in 1979, in middle age. My previous academic, professional, and life experience provided a good foundation. I commenced my studies at McGill University with three teenage children at home, the kitchen table as a workplace, if I was lucky, and a schedule that tested my ingenuity and organizational skills as I "changed hats". However, I loved it and found that middle age, rather than being a disability, focussed my studies more effectively than my first time round in the Faculty of Economics at the University of Southampton in the 1950s. In 1982, with a Ruth Binnie Award, a SHRCC, and a Quebec provincial scholarship, I was able to continue onto graduate studies and was awarded my doctorate in 1987. I had spent several years as a sessional and faculty lecturer at Macdonald College of McGill University before receiving my PhD, when I was appointed as Assistant Professor. However, the moratorium on the Home Economics program in 1988 resulted in the need to look elsewhere for employment. Since I did not expect to leave Montreal, a change of career was necessary. For a whole year my efforts were divided between examining future opportunities, through actual job opportunities, and enriching my professional life by energetic participation in our local association twinning project with Lahore, Pakistan.

I found a job with a financial services firm as senior analyst, assisting in the development of a system of analyzing a client's financial situation and providing a comprehensive financial plan. The plans were completed for a network of financial counsellors across Canada. Why was I chosen for the job? The abilities needed for such a position included knowledge of personal and family finances (I had taught finance courses); familiarity in collecting information through interview questionnaires and with computers as tools for data analysis; a strong ability in written English; and the flexibility, enthusiasm, and organizational skills required to develop a new approach to match the needs of clients and

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Betty Stafford Smith, was educated in England, specializing in Social Studies at the University of Southampton. She received a BEd (Home Economics) in 1982, and a PhD (Education and Consumer Studies) in 1987, at McGill University. She taught as a sessional and faculty lecturer, and assistant professor at Macdonald College of McGill University until the home economics program was put in moratorium in 1988. After working as a senior analyst in a financial planning service, she has recently started her own business as a personal financial planner. She is a member of the Quebec Home Economics Association, and the QHEA International Development Committee.

counsellors. However, I must add that I was also prepared to take a lesser income to undertake what I viewed as an apprenticeship in the business world of financial services. The clients targeted were predominantly those within ten years of retirement or already retired. The aim of the analyses was to present to the clients a clear picture of their current financial position and the alternatives available to achieve their short- and long-term objectives, and to optimize the use of their incomes and investments in retirement according to their individual preferences

As a financial planner it is becoming more and more important to meet the professional standards which are being developed across Canada, and nowhere more strongly than in Quebec. I have enrolled in the program offered by The Canadian Institute of Financial Planning which entails completing six courses by correspondence over a minimum period of two years. The courses are arduous; each requires four assignments to be submitted and a final 3 hour examination taken in one of several examination sites across Canada. In addition to the academic courses, two years of practicum as a financial planner are required before the professional designation is achieved. My final course commences this September. There are other professional qualifications available, some of which were summarized in a recent article in this journal. I fully support the common goal to achieve a creditable status for financial planners and applaud the efforts of those who have been involved. I have always found something to be gained by subjecting oneself to further studies despite a familiarity with the course work, though I often harbor a desire, as an experienced educator, to improve the format!

Financial planners come from many backgrounds; I have met accountants, investment brokers, insurance brokers, and migrants from banking, but also educators, civil engineers, and home economists. The home economics background is excellent; we have the advantage of basic course work on personal and family finances, economics, sociology, psychology, and a focus on family studies in a profession where the unit for analysis and planning is invariably the individual or the family. My position as senior analyst provided me with the chance to complete many more case studies in greater depth than would be customary, and was therefore an invaluable experience. However, I missed the personal interaction with the client and thus I decided to and have recently become self-employed as a financial planner.

In summary, I offer some of my career experiences en route to my present job: laboratory technician, social worker, statistician, mother, art teacher, university professor, senior analyst, and financial planner. Life has been very rich and I would do it all again for that quality of experience. What are the disadvantages? I have found that in each new venture one has to prove oneself each time; the stereotypes imposed on women, particularly of a certain age, have to be combatted; you will inevitably be underpaid compared to those who follow a single career path, and still unfortunately less than most men. But there are people out there prepared to give you a chance. You have to make the most of your opportunities, and home economics as a background gives you a better variety of skills than many disciplines, as long as the people you approach know it is not just "cooking and sewing". Bonne chance à tout le monde! □

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Call for Papers 1992

The *Canadian Home Economics Journal* invites articles from home economists and others who share their interest in promoting the well-being of indivduals and families. Papers related to social issues affecting the home economics profession and professional practice, or providing information about professional subject fields are of particular interest.

Submission deadlines:

Spring	December 15, 1991
Summer	March 1, 1992
Fall	June 15, 1992
Winter	September 15, 1992

Demande d'articles 1992

La *Revue canadienne d'Economie familiale* sollicite des articles soit par des spécialistes en Economie familiale soit par toute personne intéressée à promouvoir le bien-être des personnes et des familles. Les articles peuvent traiter d'aspects sociaux ou d'information dans les divers champs du domaine de l'Économie familiale.

Dates limites d'envoi des manuscrits:

Printemps	15 décembre 1991
Été	1^er mars 1992
Automne	15 juin 1992
Hiver	15 septembre 1992

Awards Bourses 1992

The Canadian Home Economics Association announces the following awards to outstanding home economics students, for the 1992-1993 academic year.

L'Association canadienne d'économie familiale annonce, pour l'année universitaire 1992-93, les bourses suivantes offertes à des étudiantes exceptionnelles en économie familiale.

Fiftieth Anniversary Scholarship — $4,000

Application deadline: January 15, 1992

This scholarship was established to commemorate the fiftieth anniversary of the founding of the Canadian Home Economics Association.

For a CHEA member who is a Canadian citizen or a landed immigrant and who is undertaking doctoral studies proceeding to a higher academic degree. The award will be based on scholarship, personal qualities, as well as past and/or potential contributions to the profession of home economics.

CHEA Scholarship Fund Award

Silver Jubilee Scholarship — $4,000

Application deadline: January 15, 1992

This scholarship was established to commemorate the twenty-fifth anniversary of the founding of the Canadian Home Economics Association.

For a CHEA member who is a Canadian citizen or a landed immigrant and who is undertaking graduate study proceeding to a higher academic degree. The award will be based on scholarship, personal qualities, past and/or potential contributions to the profession of home economics.

CHEA Scholarship Fund Award

Mary A. Clarke Memorial Scholarship — $4,000

Application deadline: January 15, 1992

This scholarship was established as a tribute to Mary Clarke, a valued member of the Canadian Home Economics Association, and President from 1952-1954.

For a CHEA member who is a Canadian citizen or a landed immigrant and who is undertaking graduate study proceeding to a higher degree. The award will be based on scholarship, personal qualities, past and/or potential contributions to the profession of home economics.

CHEA Scholarship Fund Award

Bourse du cinquantième anniversaire — 4 000 $

Date limite de candidature: 15 janvier 1992

Cette bourse a été créée pour commémorer le cinquantième anniversaire de la fondation de l'association canadienne d'économie familiale.

Elle s'adresse à un membre de l'ACEF, citoyenne canadienne ou immigrante reçue, qui commence des études doctorales. La bourse sera décernée en fonction des résultats universitaires, des qualités personnelles, des contributions passées et/ou possibles à l'égard de la profession de l'économie familiale.

Bourse du Fonds des bourses d'études de l'ACEF

Bourse du vingt-cinquième anniversaire — 4 000 $

Date limite de candidature: 15 janvier 1992

Cette bourse a été créée pour commémorer le vingt-cinquième anniversaire de la fondation de l'association canadienne d'économie familiale.

Elle s'adresse à un membre de l'ACEF, citoyenne canadienne ou immigrante reçue, qui commence des études de second cycle en vue d'obtenir un diplôme supérieur. La bourse sera attribuée en fonction des résultats universitaires, des qualités personnelles, des contributions antériures ou possibles à la profession.

Bourse du Fonds des bourses d'études de l'ACEF

Bourse commémorative Mary A. Clarke — 4 000 $

Date limite de candidature: 15 janvier 1992

Cette bourse a été créée en hommage à Mary Clarke, membre éminente de l'Association canadienne d'économie familiale, et présidente de 1952 à 1954.

Elle s'adresse à un membre de l'ACEF, citoyenne canadienne ou immigrante reçue, qui commence des études de second cycle en vue d'obtenir un diplôme supérieur. La bourse sera attribuée en fonction des résultats universitaires, des qualités personnelles, des contributions antérieures ou possibles à la profession.

Bourse du Fonds des bourses d'études de l'ACEF

GENERAL CRITERIA FOR ALL AWARDS/ CONDITIONS GÉNÉRALES À REMPLIR POUR TOUTES LES DISTINCTIONS

- Completed applications must be postmarked no later than the date given with the award description.
- Application forms are available from the CHEA National Office: 901-151 Slater Street, Ottawa, Ontario K1P 5H3 Tel: (613) 238-8817, Fax: (613) 238-1677
- Previous CHEA Scholarship winners are eligible to apply for 1992 awards provided they continue to be enrolled in graduate study.
- Applicants must be members of CHEA. Two years membership is necessary for the CSDA Awards.

- Les candidatures doivent être envoyées dûment remplies au plus tard à la date indiquée sur la notice de la distinction, le tampon de la poste faisant foi.
- On peut se procurer des formules de candidature au bueau nationale de l'ACEF: 901-151 rue Slater, Ottawa (Ontario) K1P 5H3 Tél: (613) 238-8817, Fax: (613) 238-1677.
- Les personnes qui ont déjà reçu une bourse d'études de l'ACEF peuvent de nouveau présenter leur candidature en 1992 à la condition qu'elles soient toujours inscrites en deuxième ou troisième cycle.
- Pour poster sa candidature, il fait être membre de l'ACEF. Il faut être avoir été membre pendant deux ans pour recevoir un prix de l'ACIBG.

Nestlé Enterprises Award — $1,000

Application deadline: January 15, 1992

For a CHEA member, who is a Canadian citizen or a landed immigrant and is undertaking graduate study proceeding to a higher degree. Special consideration will be given to a student undertaking post graduate study in foods. The award will be made on the basis of academic achievement, personal qualities, and an intended career in the food industry.

Presented by Nestlé Enterprises Ltd.

Robin Hood Multifoods Limited Award — $1,000

Application deadline: January 15, 1992

For a CHEA member who is a Canadian citizen or a landed immigrant and is undertaking graduate study leading to an advanced degree. The award will be based on academic achievement, personal qualities, past and/or potential contributions to the home economics profession. Preference will be given to the person planning a career in business, in the consumer service (foods) field or food service management.

Presented by Robin Hood Multifoods Limited

Ruth Binnie Scholarship — $5,000

Application deadline: January 15, 1992 *2 Awards*

This scholarship was established through the generosity of the late Ruth Binnie, Halifax, to promote quality home economics education in Canada.

For a CHEA member and holder of a professional teaching certificate, who is a Canadian citizen or a landed immigrant. First consideration will be given to applicants proceeding towards a Masters in Education on a full-time basis. Second consideration will go to part-time students and scholarship monies will be prorated. The candidate must have a high commitment to the teaching profession and home economics education. The award will be based on scholarship, personal qualities, contributions toward home economics education in junior or senior high school, and potential in the education field.

CHEA Ruth Binnie Scholarship Fund Award.

Bourse des Enterprises Nestlé Limitée — 1 000 $

Date limite: 15 janvier 1992

Destinée à un membre de l'ACEF, citoyenne canadienne ou immigrante reçue, qui commence des études de second cycle en vue d'obtenir un diplôme supérieur. La préférence ira à une candidate dont les études sont orientées vers l'alimentation. La bourse sera attribuée en fonction des résultats académiques, des qualités personnelles, et de l'intention de faire carrière dans l'industrie alimentaire.

Offerte par les Enterprises Nestlé Limitée

Bourse Robin-Hood Multifoods Limitée — 1 000 $

Date limite: 15 janvier 1992

Destinée à un membre de l'ACEF familiale qui est citoyenne canadienne ou immigrante reçue et qui commence des études de second cycle en vue d'un diplôme supérieur. On attribuera la bourse en fonction des résultats académiques, des qualités personnelles, des contributions antérieures ou possibles à la profession. La préférence ira à une personne qui projette de faire carrière dans les affaires, les services aux consommateurs (alimentation) ou la gestion de services alimentaires.

Offerte par Robin Hood Multifoods Limitée

Bourse Ruth Binnie — 5 000 $

Date limite de candidature: 15 janvier 1992 *2 prix*

Cette bourse a été créée grâce à la générosité de feu Ruth Binnie, de Halifax, afin de promouvoir la qualité de l'enseignement de l'économie familiale au Canada.

Elle s'adresse à un membre de l'ACEF ou en enseignement de cette discipline qui posséde un certificat professionnel d'enseignement est citoyenne canadienne ou immigrante reçue. La préférence ira d'abord à des candidates qui préparent une maîtrise en éducation à plein temps, ensuite à des étudiantes à temps partiel, la somme étant dans ce cas calculée au prorata. La candidate doit s'intéresser activement à l'enseignement et à la formation en économie familiale. Les bourses seront attribuées en fonction des résultats académiques, des qualités personnelles, des contributions faites à l'enseignement de l'économie familiale dans les écoles secondaires de premier et de second cycle et de ce que la candidate peut apporter dans le domaine de l'enseignement.

Bourse du Fonds des bourses d'études de l'ACEF

UNDERGRADUATE COMPETITION FOR STUDY OF GLOBAL ISSUES

THE CHEA GLOBAL AWARENESS AWARD

To encourage awareness of global development issues and their impact on families among students in home economics and related programs, the Canadian Home Economics Association International Development Program, in cooperation with the Association of Canadian Home Economics Students (ACHES), offers the CHEA Global Awareness Award.

ELIGIBILITY:

Undergraduate students from faculties of home economics, home economics education, family and consumer studies, human ecology, foods and nutrition and related programs.

ENTRY CONTENTS:

Entries shall be an original paper (2000-3000 words) which examines an issue affecting quality of life in developing countries. It may be submitted in the form of an information paper, position paper, term paper or feature news article. It should analyze the structural causes of the problem, discuss the parallels and links in Canada and suggest action or solutions. Entrants must be willing to give a short presentation on the issue at the ACHES Conference.

PRIZE:

The winner will receive a $50 prize and all travel and registration expenses for attending the ACHES Conference in Edmonton, Alberta, January 8-12, 1992. CHEA may at the discretion of the N-IDC publish or use the winning submission in its development education program.

SUBMISSION DEADLINE:

No later than December 6, 1991, to: The Canadian Home Economics Association, Development Education Program, 901-151 Slater St., Ottawa, Ont. K1P 5H3.

FOR MORE INFORMATION, CONTACT:

Pat Ulrich, CHEA Development Education officer at the above address, (613) 238-8817.

CONCOURS DE PREMIER CYCLE PORTANT SUR LES QUESTIONS INTERNATIONALES

LE PRIX DE SENSIBILISATION AUX QUESTIONS INTERNATIONALES

Afin d'encourager les étudiants des programmes d'économie familiale et complémentaires à s'intéresser aux problèmes de développement international et à leur incidence sur les familles, le Programme de développement international de l'Association canadienne d'économie familiale offre, de concert avec l'Association canadienne des étudiants d'économie familiale (ACEEF), le Prix de sensibilisation aux questions internationales de l'ACEF.

ADMISSIBILITÉ :

Ce concours est ouvert aux étudiants et étudiantes de premier cycle des facultés d'économie familiale, d'éducation à l'économie familiale, d'études familiales et des consommateurs, d'écologie humaine, aliments et nutrition et programmes complémentaires.

NATURE DU CONCOURS :

Les concurrents soumettront un texte original (2 000 à 3 000 mots) traitant d'un problème relié à la qualité de la vie dans les pays en développement. Le texte peut être présenté sous forme d'un document d'information, d'un exposé de position, d'une dissertation ou d'un reportage. Il faudrait y analyser les causes structurelles du problème, établir les parallèles et les liens avec le Canada et proposer des moyens à prendre ou des solutions à apporter. Les concurrents doivent être prêts à faire une brève présentation sur le sujet au congrès de l'ACEEF.

PRIX :

Le gagnant ou la gagnante recevra 50 $ et le remboursement de ses frais de voyage et d'inscription au congrès de l'ACEEF qui se tiendra à Edmonton (Alberta) du 8 au 12 janvier 1992. L'ACEF peut publier ou utiliser, à l'appréciation du Comité national de développement international, le texte primé pour son programme d'éducation au développement.

DATE LIMITE D'ENVOI :

Adresser les textes au plus tard le 6 décembre 1991 à L'Association canadienne d'économie familiale, Programme d'éducation au développement, 901-151, rue Slater, Ottawa (Ontario) K1P 5H3.

POUR PLUS DE RENSEIGNEMENTS, S'ADRESSER À :

Pat Ulrich, Agent d'éducation au développement de l'ACEF, à l'adresse ci-dessus. Tel.: (613) 238-8817.

Guide for Authors

Canadian Home Economics Journal

Contributions to the Journal

The *Journal* welcomes articles from home economists and others who share their interest in promoting the well-being of individuals and families. Papers related to social issues affecting the home economics profession and professional practice, or providing information about professional subject fields are of particular interest. Themes and submission deadlines are printed periodically in the *Journal.* Authors are encouraged to submit articles related to the themes but should not feel bound by this directive.

Depending on the nature of the paper, authors may make their submissions to either the general interest articles or to the research (refereed) section.

Contributions that will be considered for inclusion in the research section are: reports about empirical research, review papers related to topics of current interest, research notes on particular issues, or theoretical forums related to theory development in an area of interest to home economists.

Manuscripts in English and/or French are welcome. Submission of a paper to the *Journal* implies that the paper is original and has not been published or currently submitted for publication elsewhere. If copyright material is used, it is the responsibility of the author to give appropriate credit and to obtain permission for reproduction. The original copy of the written permission must accompany the submission. Manuscripts not conforming to the stated guidelines will be returned to the author(s) without consideration.

Manuscripts accepted for publication, are edited to ensure conformity to *Journal* standards. If extensive editing is required the author(s) will be consulted.

Authors are asked to transfer copyright to the Canadian Home Economics Association by signing a Copyright and Licence-to-Use form. This process facilitates arrangements with indexing and abstracting services, and protects the rights of the author and the publisher.

Disponible en français auprès de la rédactrice

Criteria for Acceptance

Research (Refereed) Section

The goal of this section of the *Journal* is to provide researchers concerned with the well-being of families and individuals an opportunity to publish in a refereed Canadian journal. An author's submission of a research paper implies that the paper is based on original research and not published elsewhere. All articles are submitted for external review. The criteria used include:

- Focus on a significant problem in home economics.
- Scholarly report of new knowledge, confirmation or refinement of known facts, presentation of a critical review of literature, development of a theoretical framework, etc.
- Logical interpretation of data.
- In the case of empirical research, evidence of sound research methodology in the conduct of the research.
- Well organized and written in a scholarly style.
- Form and length which makes publishing feasible.
- Length limited to 2,000 to 3,000 words excluding references which may be as extensive as required.

General Interest Articles/ Letters to the Editor (Reader Forum)

All manuscripts are read by the editors and many are submitted to external reviewers. Criteria for acceptance include:

- Content that is original, addresses current topics, provides fresh insights, or new information.
- Clear, concise, logical presentation that will appeal to a constituent group of CHEA.
- Appropriate documentation of sources and conformity to the style guides adopted for the *Journal.*
- Manuscripts for articles limited to 1,500 to 2,500 words and letters to the editor to 300 words.

Preparation of the Manuscript

References for style, format, and spelling are:

- American Psychological Association. (1983). *Publication Manual of the American Psychological Association* (3rd ed.). Washington, DC: Author.
- Strunk, W., Jr., & White, E.B. (1979). *The Elements of Style* (3rd ed.). New York: Macmillan.
- *Gage Canadian Dictionary*

The submission should include the following sections: title page, abstract, text of the manuscript, references, tables (one per page), figures and other graphics (one per page), titles for figures and graphics (on a separate page), acknowledgements (on a separate page).

In preparing the manuscript adherence to the following details will speed consideration of the manuscript.

Title Page

Because papers are or may be submitted anonymously to reviewers, the following information should appear only on the title page:

- Title of paper—be concise.
- A short biography, including as a minimum, name and present position of author(s); degrees held (including granting institution).
- For research papers, give the institution at which research was conducted and date of execution.
- Name, phone number, and address of author to whom correspondence about the paper should be addressed.

Abstract

The abstract page follows the title page and starts with the complete title of the paper but does not contain the name(s) of the author(s). It should be:

- A concise summary of not more than 150 words that stands on its own.
- Submitted in both English and French. (If the abstract is submitted in only one language, arrangements for translation will be made by the editors).

Text of the Manuscript

The author is fully responsible for correct sentence structure, good English/French, and accurate spelling. In order to ensure that the paper will be understandable to all readers, it should contain a minimum of specialized language.

Style, organization, and format. Scholarly presentation of the material is the responsibility of the author(s). Organize material in a logical sequence, incorporate sub-headings, and, in the case of research or theoretical articles, give enough details of techniques so that other readers can clearly understand the author's ideas or execution of the research. Avoid repetition of ideas in the paper.

- Begin the text of the manuscript on a separate page with at least a 3-cm margin on all sides.
- Number each page on the top right-hand corner.
- Number the lines of type on each page in the left margin.
- Type double-spaced on one side of the paper.
- Limit the length of manuscripts as indicated in the criteria for each section.

Citations. Citations in the body of the article should be by author's surname, date, and pages cited when reference is made to the work of others either by a direct or indirect quotation. The following examples illustrate the required format.

> Campbell and MacFadyen (1984) cautioned . . .
> Fetterman (1984) stated: "The inventory . . ." (p. 18)
> Research (Buskirk, 1981; Serfass, 1982) indicates . . ."

Where reference is made to an article by more than two authors, the first time it appears all names must be listed. In any further reference, use the first listed author and et al. For example:

> First reference: Bob, Pringle, and Rijan (1969) reported that . . . ; in any further reference use the format: Bob et al. (1969) favor diets . . .

References

All work cited in the paper must be given in a list of references at the end of the paper. Works that are not cited should not be listed. References are typed on a separate page, double-spaced throughout, alphabetized by first author's surname with paragraph indentation used for the second and successive lines. Several references by the same author are arranged by year of publication. The following examples illustrate APA style. (Note the use of lower case in the titles.)

- **Book**
  Fremes, R., & Sabry, Z. (1981). *NutriScore: The rate yourself plan for better nutrition.* Toronto: Methuen.
- **Journal article** (do not abbreviate journal names). Nostedt, E.M. (1984). Networking. *Canadian Home Economics Journal, 34*(3), 130-132.
- **Article or chapter in an edited book**
  Gurman, A.S., & Kniskern, D.P. (1981). Family therapy outcome research: Knowns and unknowns. In A.S. Gurman & D.P. Kniskern (Eds.), *Handbook of family therapy* (pp. 742-775). New York: Brunner/Mazel.
- **Government report**
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